

Personalities

# Brandeis Review

Fall 1985

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Number 1









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Study of the human personality has been the occupation and preoccupation of writers, thinkers, and the idly curious since recorded time. According to Aristotle, the most important aspect of drama is the delineation of character: contemporary critics and scholars use his rule as an axiom not only for drama but for all fiction.

## How to portray personality?

Playwrights have, at least, a visual advantage. Real people strut upon the stage, light cigarettes; kiss; bicker; speak in soliloquy or dialogue; project in body language nuances that the printed word might not convey. Personality emerges through the inflection of an actor's voice, a scowl, or the arching of an eyebrow.

Novelists depend solely on words: whatever exists in their imagination must have its correlative in the written word. The reader depends exclusively on the ability to read and visualize within the mind's eye. But what a miraculous link develops between reader and writer! What a contract! So individual is the mind's eye that each of us can imagine Madame Bovary in our own way, yet at the same time share with Flaubert a common vision.

Journalists are also concerned with personality, but their techniques and goals differ from the playwright's and novelist's, both of whom aim to make a universal statement. The journalist, by contrast, tries in a few succinct paragraphs to catch the essence of personality by locking character into a specific context. Like an impressionist artist, the journalist reaches for a single moment frozen in time.

The poets — Robinson Jeffers, Edwin Arlington Robinson, Shakespeare — use personality for metaphor and metaphor for personality. Edgar Lee Masters, for instance, spent a lifetime fashioning such real characters for his *Spoon River Anthology* that we really do believe they populate a small village in the Midwest. So striking are the people that Edwin Arlington Robinson creates within the confines of two or three stanzas, that they remain our companions and our conscience for the rest of our lives.

Feature writers who write for the mass media also "create" character. We say "create" because even though feature writers may be honest, and stay as close as possible to objective truth, their job is to write coherent articles — and reality is rarely coherent. The exigencies of time and space force them to alter small pieces to produce a continuous, whole cloth.

Historians are deeply involved in personality. E. H. Carr in his classic *What is History?* advises that the individual in history cannot be analyzed as a separate agent, but rather as part and parcel of the whole historical environment in which he or she acts. And the field of psycho-history, emerging in the last few decades, has allowed us to see the prime and unusual personalities in history, such as Martin Luther or T. E. Lawrence as flesh,

blood, and idiosyncrasy. When authors such as Gore Vidal or Peter Shaffer bend historical personages to fit their own fictive purposes, they bring into being a new character significantly different from the historical prototype. It becomes the business of historians to reconstitute the historical figure.

Psychologists and psychiatrists, using increasingly sophisticated methods, are probing the psyche telling us what makes us tick. Their conclusions are used not only to help the deviant personality, but to aid corporations and institutions as they search for ways to improve interpersonal relations, group dynamics, and creativity.

Biographers and autobiographers, dealing with subject matter that is wholly bound to personality, continue to fascinate the public. Scholars and general readers alike scrutinize biographies with undiminished curiosity seeking clues and revelations about other people. It is the one form of voyeurism that is totally acceptable.

Writers in this issue of the *Brandeis Review* portray personality each in their own way. Professor Robert Marshall takes us on an exciting search to an earlier century for the true personality of Mozart. He puts a perspective on the historical Mozart and explains how the composer resembles and differs from Peter Shaffer's *Amadeus*.

Brenda Marder catches the genius of Edward Albee from an interview with the playwright, and reveals elements of his personality through a recounting of some of his plays.

Steven Cohen, in a telephone interview with Rabbi Amy Eilberg '76, learns how the first female Conservative rabbi will face the challenges of her rabbinate. Also, in a face-to-face interview with John Anderson, Cohen explores with him the significance of his third-party candidacy.

Professor Teresa Amabile has a special interest in the creative personality — how it is enhanced or hindered. Her findings should be of interest to educators and managers alike.

Jerry Rosenswaike, with a broad brush, draws a panorama to include scores of well-known personalities who have visited and continue to visit the campus. In his article, he depicts the spirit of Brandeis, inquisitive and questioning.

The University has many faces. Each issue of the *Review*, like a prism, reflects another aspect of its personality.

Brenda Marder  
Editor





Cover: Illustration drawn by artist Daniel Vasconcellos

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# Dramatic Encounters of the Albee Kind

by Brenda Marder

*Brenda Marder is editor of the Brandeis Review and director of publications.*

One of the most provocative, controversial, and compelling writers of our time, Edward Albee will come to Brandeis this winter as visiting professor of theater arts and guest director. Drama students will have the opportunity to work with him as he directs one of his plays and to participate in a playwriting workshop that he will conduct. Theater students, hoping to be involved with him, have expressed their enthusiasm for this chance and consider it a highlight in their academic career.

The itinerant Edward Albee travels not only throughout the United States, but also to distant corners of the globe to teach and encourage communities interested in drama. He holds strong opinions on the role of the American university in the development of theater.

"In the United States there are some universities that are doing an extraordinary job of training actors and playwrights and producing important plays," he says. "These universities are an adjunct to our regional theaters which are presenting some excellent, new plays. The experimental theaters in major cities are also impressive. Universities have a responsibility to serious theater as they have to all the arts. It is a function of American education to educate aesthetically." Albee claims that too often American universities do not consider aesthetic education a fundamental element in the education process, as opposed to European universities which do consider aesthetics important.

"Universities are vital to theater for two reasons. If they can educate students to demand and expect the arts to be engaging, they are performing a service. Also, the university has a responsibility to educate the surrounding community. The university should be a place to which the neighboring community gravitates."

Sitting with him in his suite at the Faculty Center, discussing theater in general, one is struck by the power of his personality. Dressed in a black polo shirt and black pants, he has biceps that bulge like a prizefighter's. His reactions to questions are swift and diverse, as his deep blue eyes become scornful, mocking, mirthful, and furious by turn. As a personality, Albee generates an excitement that rivets students and professionals in their seats.

Excitement has always surrounded his work for the stage. He burst onto the theatrical scene in 1958, when he was 30 years old, with his first play, *The Zoo Story*, which premiered in West Germany, and was first performed in the United States off Broadway. At that time, the play was received with mixed criticism, but it did win for him his first prize, the Vernon Rice Award. Brooks Atkinson of the *New York Times* welcomed its appearance as an antidote to the dreary fare that had bored audiences on Broadway that season. Others, such as Richard Watts, Jr. of the *New York Post*, hailed him immediately as a brilliant and promising playwright.

*The Zoo Story* is considered autobiographical in a certain sense by some commentators. Albee was born in Washington, D.C., and was adopted by Reed and Frances Albee, who were heirs to the Keith-Albee vaudeville theater chain. He was brought up in luxury, attended Lawrenceville and other boarding schools, and finally went to Trinity College in Hartford, Connecticut. By then it was obvious that he was not cut out for the more conventional life that Mrs. Albee had hoped he would lead. He left college and home to live as a drifter. For a time, he floated from job to job, growing increasingly disgusted with himself until he finally sat down to write a play about a lonely young man, an orphan called Jerry, who was determined to make contact with a person of the establishment — even if he died in the process. The result was *The Zoo Story*.

Alex Jeffrey 1984

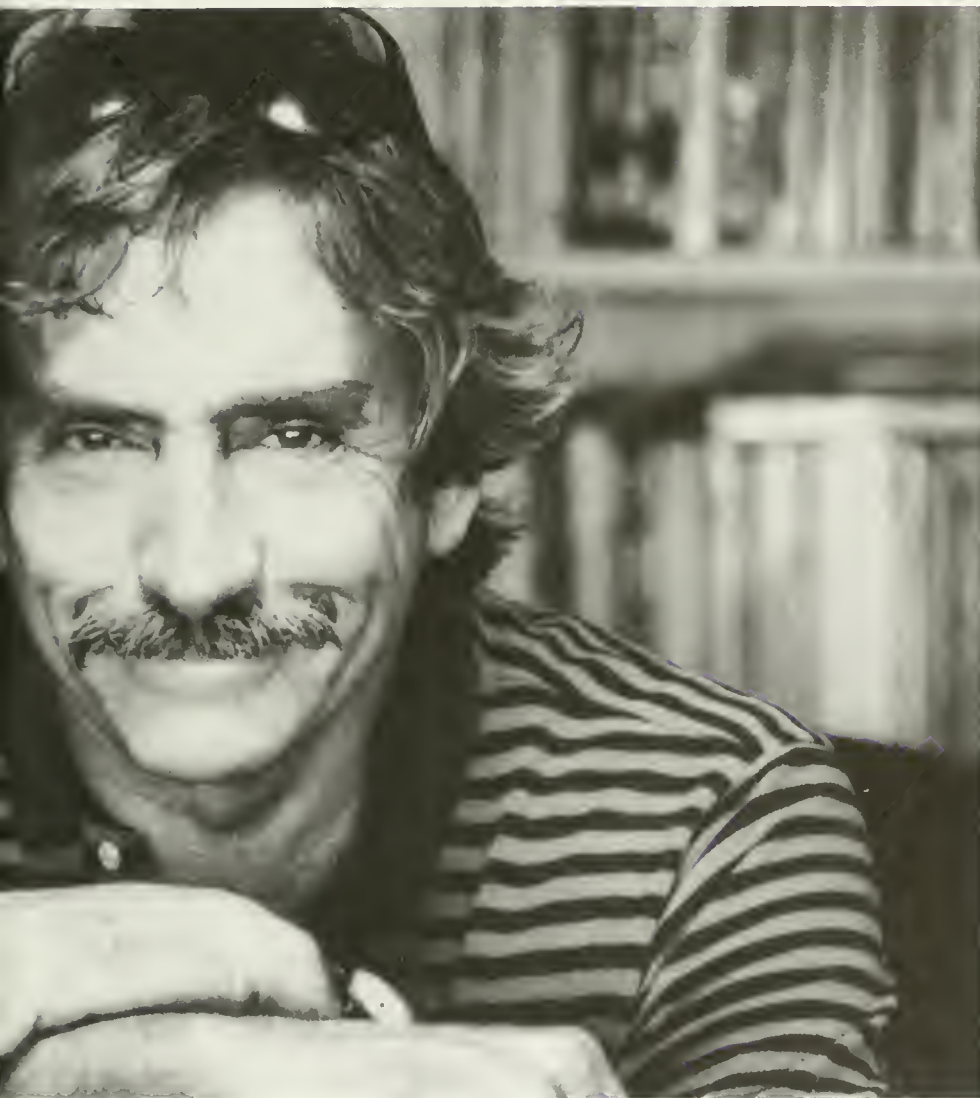


The play has shock value. Set in Central Park, it is a dialogue between two men of contrasting personalities: Jerry, a rancorous young man, dispossessed and alienated; the other, Peter, a secure, mild intellectual. Jerry says: "I went to the zoo to find out more about the way people exist with animals, and the way animals exist with each other, and with people, too. It probably wasn't a fair test, what with everyone separated from everyone else, the animals for the most part from each other and always the people from the animals. But if it's a zoo, that's the way it is."





Playwright Edward Albee: "scornful, mocking, mirthful, and furious by turn"



In the last minutes of the play, Jerry kills himself by rushing a knife Peter is holding and impaling himself. The text reads: "With a rush he charges Peter and impales himself on the knife at the end of Peter's still firm arm. Then Peter screams, pulls away leaving the knife in Jerry. Jerry is motionless, on point. Then he, too, screams, and it must be the sound of an infuriated and fatally wounded animal."

Today, *The Zoo Story* is often read in major universities as an example of Albee's skill in conjuring up the alienated human beings within American society. As much as Eugene O'Neill, Arthur Miller, and Tennessee Williams, his works are cited as a new approach in the history of American theater. The raw edge of human voices grating against each other, the futility of marriage, of having children, of close human relationships, the impenetrable loneliness of each individual, first articulated in *The Zoo Story*, became the hallmark of his drama. The brutal dialogues and debased behavior set audiences on the edge of their seats, appalled; critics picked his plays apart to see if they "hung together" as integrated, logical pieces.

Yet critics and audiences alike agreed that he had brought renewed vigor and electricity to the stage. If audiences did not see themselves exactly mirrored in his plays, they saw characteristics they recognized, and humor they could laugh with.

It was *Who's Afraid of Virginia Woolf?* that in 1961 brought Albee to Broadway and drew to him wide popular attention. As Tennessee Williams' Blanche engraved her wonderful line, "I've always depended upon the kindness of strangers," on the minds of American audiences, Albee's Martha roared onstage with "'What a dump!' Hey, what's that from?" Whatever that line possesses, whatever that line means, it immediately connects everyone to the action. It is somehow the voice of us all.

The play is concerned with a couple, Martha and George. Martha, the daughter of a New England college president, cannot forgive her husband's failure to attain the success her father enjoys. George, who is a professor at the college, cannot bear her crude ambition and her crass ways. Their marriage of 20 years seems so ridden with antagonism that we wonder what keeps them together. In the middle of the night, after a party, they return home and are visited by a young married couple who have just arrived on campus, the husband to join the faculty. As the night deepens, the acrimonious dialogue that ensues between the drunken Martha and George breaks down the younger couple, who, in turn, voice bitter revelations. The bizarre fiction that Martha and George have concocted — that they have a son — at once confuses and heightens the drama. Howard Taubman, critic for the *New York Times*, wrote, "Whether they admire or detest the play, theatergoers cannot see it and shrug it off. They burn with an urge to approve or differ. They hail the play's electricity and condemn it as obscene."





Theater critics and judges continue to honor this prolific writer year after year with prestigious national awards. Among them: in 1961, the Foreign Press Association Award for *The American Dream*; in 1963, the Drama Critics Award for the Best Play for *Who's Afraid of Virginia Woolf?*; in 1966, the Pulitzer Prize for *A Delicate Balance*; in 1975, the Pulitzer Prize again for *Seascape*; and in 1980, the Gold Medal in Drama from the Academy of Arts and Letters.

A harsh controversy erupted in 1963, when two members of the Pulitzer jury resigned in protest after their recommendation that the prize go to Albee's *Who's Afraid of Virginia Woolf?* was rejected. Some observers suggested that because the play contained elements of profanity and adultery, it was passed up. A *New York Times* editorial questioned with unmistakable innuendo:

"Could Albee's play have been too gamy for the Pulitzer advisory board? Could this off-beat account of the home life of college faculty members have seemed unacceptable simply because the board met on Columbia's campus? Whatever the explanation, the decision was so irksome to the distinguished critics whose advice the board disregarded, that they have resigned as jurors."

Talk about critics is a subject that obviously irritates Albee. He leans forward and his eyes narrow with annoyance. "I have a feeling that criticism is targeted to the middlebrow people who attend theater. Critics try to maintain the status quo. If people would stop reading criticism as fact, it would help a great deal," he explains.

His hands fly up in a gesture of despair. "You'll notice that nobody hires creative people to be critics, even though they are the very ones who know most about the creative arts: sculptors for instance could criticize theater, or playwrights could criticize painting. The creative intelligence understands the creative act and most critics don't."



He recalls George Bernard Shaw and Virgil Thomson as superb illustrations of creative minds that encompassed a range of subjects and wrote sparkling criticism. "But most editors or owners of newspapers don't think creative people should be critics."

Reminded that when he directs his play at the Spingold Theater this winter, he'll have to face the critics, he smiles wanly. "Yes, that's the case. That's why one shouldn't shoot one's mouth off against them."

The play that Albee has chosen to direct during his five-week stay at Brandeis is *Malcolm* (1965), an adaptation of a novel written by James Purdy. He chose it partly because it has a large cast and can provide parts for about 20 students. "Besides, the subject matter should appeal to students. It is a black comedy, both serious and funny. The title role is a young character, so I imagine Brandeis students should feel some empathy," he says.

Albee believes that playwrighting in the United States is now at a high point but "most people who go to the theater don't know anything about the fine playwrights because they go to summer stock and Broadway and the good stuff isn't done there very often. We probably have in this country more interesting young playwrights writing than we've ever had, but very little of their work is on Broadway. Most of the stuff on Broadway these days is chosen by the theater owners to insure that the plays will not cause problems for middlebrow audiences — that is the awful kind of censorship that happens in the commercial theater."



Directing his own plays is an exercise that Albee enjoys. Among the plays he has directed are *The Zoo Story*, *The American Dream*, *Seascape*, *Who's Afraid of Virginia Woolf?*, *Listening*, and *Counting the Ways*.

When he directs his plays, he doesn't modify them, preferring to alter only a word here or there and make certain changes in emphasis depending on who is playing the role. About the Brandeis production of *Malcolm*, he says, "I'm not going to duplicate the Broadway production which I did not direct; nor will I duplicate a student production I did direct in Texas a while ago. Each production has its own life."

He is still writing with amazing prolificacy, his more recent plays drawing venom or praise from home and abroad. But this is fine with Edward Albee. He no doubt lives according to a line in *Listening*: "We do not have to live unless we want to; the greatest sin in living is doing it badly . . . stupidly, or as if you were not alive."

Albee's association with Brandeis began in 1980, when he joined the Brandeis University Creative Arts Award Commission. He is now serving a second term as chair of the Commission. He visits the campus once a year or so, and was here last spring when the Creative Arts Award winners were on campus. On this visit, he conducted a seminar of open discussion with about 100-150 students and held preliminary auditions with about 75 students for *Malcolm*. He will audition again in the fall to offer a chance to newcomers, as well as make his final choices from among the many talented actors on campus. ■



# The Personality of Creativity

by Teresa M. Amabile



*Teresa M. Amabile, associate professor of psychology, has conducted extensive research on the psychology of creativity. Her findings have been published in numerous professional journals. She has received research grants from the National Institute of Child Health and Human Development, the Brandeis University Mazer Fund, the Foundation for Child Development, the National Institute of Mental Health, and the National Institutes of Health. She is a member of the International Advisory Board of the Center for Studies in Creativity, and a research associate of the Center for Creative Leadership. Her book, *The Social Psychology of Creativity*, was published in 1983.*

The chemist who had just arrived for his appointment looked no different from the others I'd been interviewing all day at this major R&D laboratory in a large chemical company. Over two dozen scientists had already answered my standard question: "Can you tell me about an example of high creativity from your work experience, as well as an example of low creativity?" I'd asked them to discuss any features of these events — the persons involved, the work environments — that seemed distinctive. The stories I'd been hearing were full of rich, intriguing detail. But I was completely unprepared for this man's startling remarks.

"One thing I've done to stay creative is to cut my salary down, so management doesn't worry about what I'm doing every moment. Once a salary gets up there, management is forced to get involved in everything you do, because every moment of your time costs the company money. So I avoid this by turning down the raises. I'm here to have a good time. I have the joy of thinking. . . I love just thinking things over, just circling a problem. I am interested in things that don't work, and I even seek them out. When I see conceptual contradictions, I go get them. Just let me play. Give me a big enough playpen, and I'll go from there."

Not surprisingly, I would later learn that this man's colleagues and supervisors considered him to be eccentric and difficult to manage. At the same time, though, they agreed that he consistently produced the laboratory's most creative work.

Although, of the 120 scientists my colleagues and I interviewed, he was the only one to say he refused salary increases, this man merely presents an extreme form of an attitude that we found quite prevalent among the most creative participants: they are in it for the fun and the personal sense of satisfaction they get from meeting an intriguing challenge. If anything gets in the way of that fun and satisfaction — particularly constraints placed on them by their work environment — their level of creative productivity suffers.

We can ask two questions about this revelation. What does it tell us about the special characteristics of creative people — “the creative personality”? What does it tell us about the special characteristics of creative thinking — “the personality of creativity”? When psychologists first started studying creativity about 35 years ago, they tackled the first question. In 1950, in his presidential address to the American Psychological Association, J. P. Guilford urged personality researchers to describe fully the special traits and talents that distinguish outstandingly creative people. Throughout the 1950s and 1960s, this work proceeded apace. Don MacKinnon and Frank Barron at the Institute for Personality Assessment and Research in Berkeley identified a number of traits that described their creative subjects (architects, mathematicians, and writers). Among those traits were independence, nonconformity, and a propensity toward risk-taking. During these same decades, two pioneers in creativity training began their work: Alex Osborn was devising his “brainstorming” training procedures, and W. J. J. Gordon was developing “synectics,” on the basis of findings about the cognitive styles of very creative people. And all researchers during this time acknowledged the importance of special talents in the highest levels of creative work.

But still, extraordinary talent and personality and cognitive ability seem not to be enough. Arthur Schawlow, the Nobel laureate in physics, said this about his own creativity and that of his colleagues: “The labor of love aspect is important. The successful scientists often are not the most talented, but the ones who are just impelled by curiosity. . . . They’ve got to know what the answer is.” That extra something that determines creativity, that “labor of love aspect,” is what my students, my colleagues, and I have studied over the past ten years. Our research can be summarized in the Intrinsic Motivation Principle of Creativity: people will be most creative when they feel motivated primarily by the interest, enjoyment, satisfaction, and challenge of the work itself — and not by external pressures. In other words, people will be most creative when they are intrinsically motivated (motivated primarily by intrinsically interesting aspects of the work itself) and not extrinsically motivated (motivated primarily by goals outside of the work itself, such as supervisory restrictions, deadlines, or reward structures).

We are not alone in this belief. Albert Einstein saw intrinsic motivation as conducive to creativity and extrinsic motivation as detrimental. As he said, “It is a very grave mistake to think that the enjoyment of seeing and searching can be promoted by means of coercion and a sense of duty.” The observations of outstandingly creative people such as Einstein, Schawlow, and other scientists, writers, artists, and musicians constitute our first source of evidence on the Intrinsic Motivation Principle of Creativity. The second source of evidence comes from controlled experiments that we have conducted in our laboratory with young children, college students, creative writers, and business managers. By systematically varying the presence or absence of extrinsic constraints in the work environment (factors such as restricted choice, expected evaluation, competition, or surveillance of work), we have examined the effects of each of these factors on artistic, verbal, and problem-solving creativity. The third source of evidence comes from the interview study of R&D scientists, which I conducted with Dr. Stan Grysiewicz of the Center for Creative Leadership. Through a detailed content analysis of our scientists’ descriptions of creative and uncreative events, we found that this nonexperimental study provided striking confirmation of the laboratory experiments.





In short, we have discovered six methods for killing creativity — six factors that, when imposed on someone who is doing an interesting and potentially creative task, can undermine both the interest and the creativity. (1) Expected evaluation; people who are concentrating on how their work will be evaluated are less creative than people who are not made to worry about evaluation. (2) Surveillance; people who are conscious of being watched as they are working will be less creative than people who are not conscious of being watched. (3) Reward; people who see themselves as doing something primarily in order to gain a tangible reward will be less creative than those who are not working primarily for reward. (4) Competition; people who feel themselves in direct, threatening competition with others in their work will be less creative than those not focusing on competition. (5) Restricted choice; people who have their choice in how to do a task restricted will be less creative than people given a freer choice. This factor seems to be especially important for creativity in the scientists we studied. In the R&D interviews, freedom of choice in how to do one's work was the single most potent feature of environments supporting high creativity. Conversely, constraint of choice was the single most potent feature of environments in the low creativity examples. (6) Extrinsic orientation; people who are led to think about all the extrinsic reasons for doing what they are doing will be less creative than people who are thinking about all the intrinsic reasons.

This is not to suggest that extrinsic motivation is all bad. Indeed, in routine tasks that do not require any creativity, extrinsic motivation may be absolutely essential. Most of us don't want our bookkeepers to dream up new ways of playing with the accounts; in jobs such as this, motivation by rewards, evaluation expectation, surveillance, and so on may be perfectly appropriate for getting the work done, getting it done on time, and getting it done accurately. But if we are trying to get our scientists to produce innovative ideas, our advertisers to dream up novel campaigns, our graduate students to formulate elegant new hypotheses, and our children to exercise their growing creative talents, then we had best find ways for supporting intrinsic motivation.

How is it that intrinsic motivation stimulates creativity and extrinsic motivation undermines creativity? Although much more work on this complex question is needed, we now use a metaphor to guide our thinking on the issue. Imagine that a task is like a maze that you must get through. Say, for simplicity's sake, that there is only one entrance to the maze. Say also that there is one very straightforward, well-worn, familiar pathway out of the maze — a straight line that you have followed a hundred times, and that you could practically follow in your sleep. You can consider this path to be an algorithm you have learned for doing this task or similar tasks; it is a series of steps that you follow by rote. And it does lead you out of the maze. By getting out, you have fulfilled the basic requirements of the task. You have found a solution that is adequate. It is also quite uncreative.

There are, of course, other exits from the maze — and these solutions might well be creative, elegant, and exciting. The problem is that none of these exits can be reached from the familiar, straightforward pathway. Some deviation is required, some exploration through the maze. Moreover, *risk-taking* is required; in any maze, there are more dead ends than there are exits. The explorer must have the flexibility to recover from getting stuck in a dead end, to back up and intelligently try something else.

If you are extrinsically motivated, you are motivated primarily by something *outside* of the maze — something outside of the task itself, such as a promised reward for finishing. The most reasonable thing for you to do under these circumstances is to take the simplest, safest path — to follow the familiar routine, the conservative method. That way, you run no risks and the extrinsic goal is surely achieved. If, however, you are intrinsically motivated to do the task, you *enjoy being in the maze*. (This is not to say that you want never to get out. Certainly, the whole point of being there is the challenge of finding a new way out.) You enjoy the activity itself. You *want* to explore in the maze, and you will be able to take those dead ends in stride. It is only when you start out intrinsically motivated, *and* only when your work environment allows you to retain that intrinsic focus, that you will be likely to discover a creative exit.

Intrinsic motivation is necessary for creativity, but it is by no means all that you need. The theory of creativity that I have been developing these last few years proposes *three* components that are necessary for creativity. (1) *Domain-relevant skills*; these are skills in the specific domain (for example, mathematics, music, or literature) — a combination of talents and skills learned through formal education and experience. (2) *Creativity-relevant skills*; these are ways of thinking and working that are conducive to creativity in any domain — for example, an independent, nonconforming personality, a high energy level, and a way of taking new perspectives on problems. (3) *Task motivation*; an intrinsic motivation to do a particular task is more conducive to creativity on that task than an extrinsic motivation. This, of course, is the point that my own work has highlighted. Some people may naturally be more intrinsically oriented toward their work, and others may be more extrinsically oriented. In fact, my students and I have developed a brief test called the Work Preference Inventory that measures general intrinsic and extrinsic motivation. But our research shows that whatever a person's basic motivational orientation, social factors in the work environment (such as evaluation, surveillance, reward, and so on) can often undermine whatever intrinsic motivation is there.

So what's the good news? We know that the "personality of creativity" is such that it can be severely hindered by extrinsic motivators. We know six reliable ways to kill creativity — and so, apparently, do many teachers, business managers, and parents. How can we keep creativity alive? At this point, we can suggest three possibilities. First, it is important to have a high level of knowledge and experience — in other words, to have a high level of domain-relevant skills and creativity-relevant skills. According to our theory, the overall level of creativity in an idea or a product is determined jointly by a person's level of domain-relevant skills, creativity-relevant skills, and task motivation. If task motivation is somewhat low on the intrinsic dimension, that might be partially compensated for by high levels of skill. In other words, a person might be able to produce moderately creative work, even if somewhat more extrinsically than intrinsically motivated, if he or she is extremely skilled in the domain and experienced in thinking up new ideas.

The second method for keeping creativity alive is to take the focus off extrinsic goals and constraints. Ideally, we should be able to maintain our intrinsic motivation (and our creativity) by somehow shrugging off the strong extrinsic pressures under which we must work. But since this is difficult to do, it would help if our work environments did not impose unnecessarily strong systems of evaluation, reward, competition, and other forms of extrinsic motivators.

Third, it should help if we can concentrate on intrinsic motives. This suggestion is a companion to the previous one. If we can somehow be really aware of our sense of interest, enjoyment, personal challenge, and internal satisfaction in our work, then we might be less subject to the ill effects of extrinsic constraints on our motivation and creativity.

We have just gathered some exciting new data on these last two points. Beth Hennessey (a Ph.D. candidate in Psychology at Brandeis), Barbara Grossman '83 (a research assistant on this work), and I tried to train children to focus on their intrinsic motives for doing various types of schoolwork and to minimize the importance of extrinsic constraints. We used a simple modeling procedure. The children in the study watched videotapes in which other children served as models of intrinsically motivated individuals. When the adult on the videotape asked the child-models what they liked to do in school and why, the models replied (according to a script we had written) with statements of interest, excitement, and deep involvement in some aspect of their studies. When the adult asked how they felt about teacher approval and getting high marks, the models said that, although such things were nice, they were not as important as really trying to enjoy your work. There was one dominant message throughout the training videotape and the accompanying discussion we had with the children in this study: it's nice to get rewards, approval, and so on, but the most important factor is to be aware of the intrinsically interesting, satisfying, and challenging aspects of whatever you are doing.

The training succeeded: those children who had been trained showed higher levels of intrinsic motivation than children who had not gone through the training. More importantly, the trained children showed no decrement of creativity under extrinsic constraint. In effect, what we have done is to show that children — and, we hypothesize, adults, too — can be *immunized* against the negative effects of extrinsic constraints on their intrinsic motivation and creativity.

If we can continue with this work, finding new ways to accommodate both persons and environments to the special "personality of creativity," we will have come a long way toward promoting what Einstein called "the enjoyment of seeing and searching." The result will surely be *more* searching, *better* seeing — in short, greater creativity. ■



## \*Mozart/Amadeus: Amadeus/Mozart

by Robert L. Marshall



Robert L. Marshall, professor of music, is an internationally recognized authority on music of the Baroque era and the works of Johann Sebastian Bach. He was named the first Harold Spivacke Consultant to the Library of Congress in 1984, and has been an editorial board member of the American Musicological Society, chair of the American Chapter of the New Bach Society, and a member of the Advisory Panel on Music of the Illinois Arts Council. His book, *The Compositional Process of J. S. Bach* — one of several scholarly books and numerous articles he has published — won the Otto Kinkeldy prize from the American Musicological Society for the best book of 1974. Professor Marshall is currently preparing a revised edition of the monumental three-volume Mozart biography by Hermann Arbet, scheduled to appear for the Mozart Anniversary (200th year of death) in 1991.

Salieri may make confessors of us all. At all events, it is necessary to begin with a confession here. I thoroughly admire everything about Peter Shaffer's remarkable play *Amadeus*. It is brilliant theater, dramatically effective, intellectually provocative, and it presents two memorable dramatic characters of recent years. As a theatergoer, I can only say "hats off"; as a musicologist who is currently involved with Mozart's biography, I applaud Shaffer's deep familiarity with the events of Mozart's life and, even more, his eloquent and perceptive homage to Mozart's music.

But Shaffer's *Amadeus* is a work of the imagination. The author has felt free to shift the chronology, to fuse the facts into new configurations, and to augment them for dramatic effect. There is nothing wrong with this, simply because, in this instance, it works so well. In art, success — artistic success, whether or not it is accompanied by commercial success — is its own justification; accordingly, it would be carping and pedantic to accuse Shaffer of distorting the facts. It would surely be absurd to accuse him of not knowing them. Shaffer clearly knows the facts and exactly what he is doing with them. Nor is there any need to correct the record or offer a defense of Mozart: for the facts of the matter are altogether clear and readily available to anyone. Whoever is interested in pursuing them should get hold, first of all, of Otto Erich Deutsch's *Mozart: A Documentary Biography* (Stanford University Press, 1966). It seems likely that Deutsch's book, along with an edition of the Mozart letters, served as one of Shaffer's principal sources. (Unfortunately, the fine English translation by Emily Anderson, *The Letters of Mozart and his Family*, is no longer in print. But it should be available in any decent library.)

Shaffer's play, however, apart from its dramatically legitimate manipulation of the facts, does raise important issues regarding Mozart's personality that must concern anyone interested in the composer's biography.

In trying to recreate and understand any important individual, we inevitably begin with the primary sources: the letters, original documents, and reminiscences of those who knew him. In Mozart's case there is a wealth of such material. In fact, there is an overabundance of it — probably more than for any other artist before the 19th century. Over 1200 first-hand letters survive from Mozart and his immediate family alone. Furthermore, Mozart's father, Leopold, scrupulously kept every document relating to his son, and saw to it that — at least during Wolfgang's childhood, that is, when Leopold was on hand himself — virtually every fact and movement of the boy was duly recorded: either in a diary, or in the form of extensive letters to acquaintances back in Salzburg describing their experiences on their European tours. The irony is that many of the most crucial pieces, especially those pertaining to Mozart's maturity, are missing.

This is exactly the opposite of the usual situation. With most great figures of history we know little about their childhood but quite a bit about their adult years. It is normally not obvious that a child is going to be a great man some day. With Mozart the case was the reverse. Leopold Mozart recognized Wolfgang's extraordinary musical talent and was convinced that he was going to be a great musician. Moreover, he planned to write a biography of his phenomenal child himself and, therefore, recorded everything. Finally, Wolfgang was more famous and celebrated as a prodigy than as a man — known (and reported on) throughout Europe from London to Naples, Paris to Prague. As a consequence, material bearing on Mozart's childhood abounds.

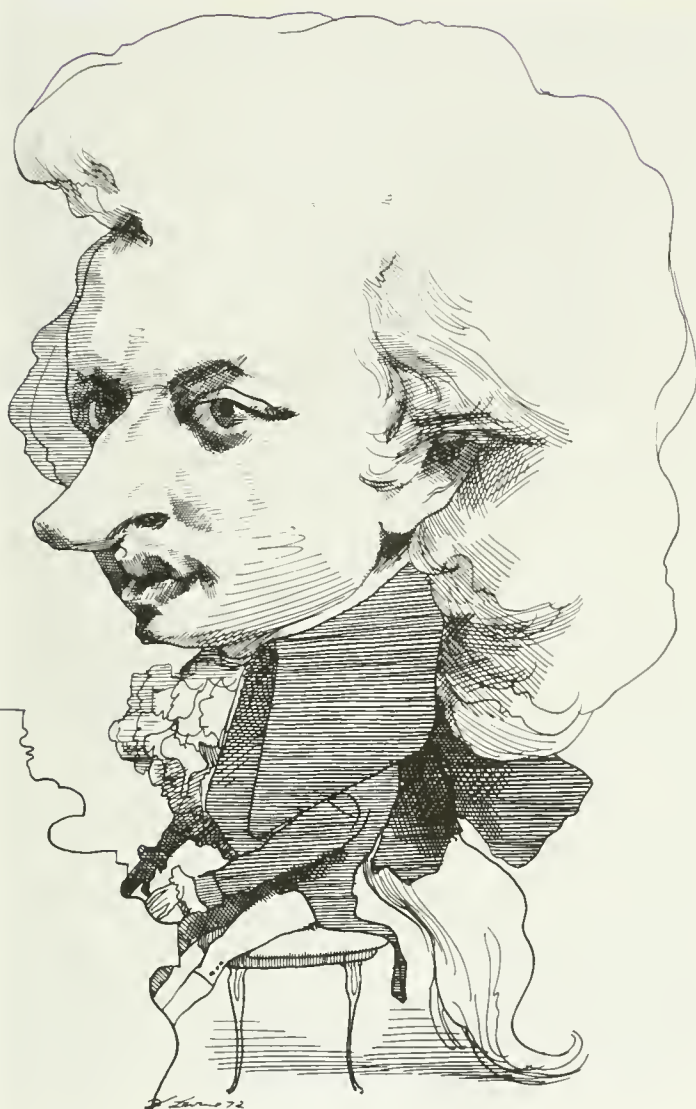
But for the man Mozart there are substantial gaps in our knowledge. Here, too, though, the reasons are not difficult to discern. First of all, during the last ten years of his life, that is, for most of his adulthood, Mozart largely remained in Vienna; as he did not travel extensively, he had little occasion to maintain an extensive correspondence. It is symptomatic that not a single first-hand letter exists between Mozart and the librettists of his greatest operas: Lorenzo Da Ponte, the librettist of *The Marriage of Figaro*, *Don Giovanni*, and *Così fan tutte*, and Emanuel Schikaneder, the author of *The Magic Flute*. (The definitive seven-volume German edition of letters of the Mozart family, *Mozart Briefe und Aufzeichnungen: Gesamtausgabe*, includes one letter supposedly from Mozart to Da Ponte and one supposedly from Schikaneder to Mozart, but remarks that both are almost certainly spurious.) Second, whereas Leopold Mozart and others carefully preserved any letter from Wolfgang, Wolfgang himself was not so conscientious. Thus, not a single letter survives from his wife

Constanze to the composer. It is even possible that certain documents were deliberately destroyed. Constanze is suspected of having destroyed a large number of letters written to Wolfgang by Leopold — letters in which he is critical of her or her family, and voices his objections to the idea of their marriage. She may well have destroyed other documents, too, that, in her opinion, shed an unfavorable light on Mozart or herself. In any case, no letters from Leopold Mozart, or from Wolfgang's sister Nannerl, addressed to the composer, survive from his Vienna period.

This absence of documentation makes it impossible to give definitive answers to such important questions about Mozart's life as the nature and extent of his contacts with Joseph Haydn, or with other figures in his last years. We can only speculate about the most significant question facing the biographer of Mozart: what caused the rapid deterioration in his financial situation — and apparently in his career, generally — during the last six years of his life? As late as March 1785 Leopold Mozart reported to Nannerl that his son was living comfortably, and had some 2000 gulden (about \$30,000 in today's currency) to his name. By November — eight months later — Wolfgang was borrowing money. What had happened in the interim?

When we do not have facts about the life of great individuals, they are replaced with myths. This is understandable. We have a need to account for the achievement and destinies of the great — to explain and comprehend what made them so extraordinary. Perhaps this need is even greater now than ever before, since, in a secular age our great figures have, in a real sense, become our gods. And when there are gods and mysteries, that is, major unanswered questions, there will be myths. It is a symptom of the vitality of our worship of the great that the mythology concerning them is not a static, closed one — an "ancient" mythology — but is quite alive and, accordingly, constantly changing. The current Mozart mythology is almost the exact opposite of that of a hundred years ago. The latest Mozart — Peter Shaffer's *Amadeus* — is almost the *alter ego*, the Jungian "shadow," of the Mozart familiar to the romantic period. The Mozart myth of the "old testament" is still by and large the more familiar one. It is in principle an idealization. For the Romantic, Mozart, like his music, must have been a paragon. The man must have consisted either entirely of virtues, or he possessed, at worst, a few lovable, easily excusable frailties such as naivete, or vulnerability. Most important, there could not be any fundamental contradiction between the essence of the work and the essence of the man. There had to be a perfect harmony between the two. And Mozart's work was judged to be complete, flawless, perfectly proportioned. Mozart's music was classic in the sense of pure Apollonian beauty. The man behind the work had to be something like that: serene, harmonious, virtuous — worthy of adulation and emulation. To the extent that he suffered, he must have been a victim: innocent, misunderstood, betrayed. If certain facts contradicted this view, they were minimized or discretely suppressed.





Sketch of Mozart by David Levine (permission from the New York Review of Books)

The “new mythology” — the new gospel according to Peter Shaffer (and others) — is of course entirely something else. It is a reflection not of romantic idealism, which saw the artist as a flawless and perhaps as a tragic hero, but rather of the age of psychoanalysis and iconoclasm. We now see the blemishes on the portrait with microscopic clarity. Mozart, the man, was by no means a porcelain angel. According to the new mythology, he was not particularly admirable at all. He was a hotheaded, spoiled, immature brat, infantile, uncouth, vulgar, probably rather dumb, weak in character, perhaps a compulsive gambler, perhaps anal-erotic.

But the stature of the music has remained untouched. In fact, it is revered now more than ever before. Mozart’s status as a musician is, if anything, greater today than it was a hundred years ago, when he clearly stood in the shadow of Beethoven and Wagner. The resulting irony is that our most empirical, unromantic age, with its abhorrence of such notions as Inspiration, the Transcendental, and the Sublime, is confronted with an enigma even more confounding than ever — the paradox of disharmony between the man and his achievement.

Obviously, the thing to do at such a pass is first determine what we really know for certain about Wolfgang Amadeus Mozart. At the very mention of his name we encounter a myth, an old one but still with us. General usage will have it that the composer’s real name was Wolfgang Amadeus Mozart. That, *pace* Shaffer, is a myth. The point may be trivial — what’s in a name, after all? — but it is indicative of the problem. Mozart was actually baptized Joannes Chrysostomus Wolfgangus Theophilus Mozart. In his youth he signed his name simply “Wolfgang Mozart.” His father often referred to him in letters to third parties as “Wolfgang Gottlieb” — Gottlieb being the German equivalent of Theophilus (“beloved of God”). From about the age of 22 on, Mozart regularly signed his name as “Wolfgang Amadeus Mozart” — with or without an accent (going in either direction, grave or acute) over the final e. Only twice in his life, in 1774 and in 1779 — and both times in a jocular context — did Mozart use the name “Amadeus.” It is interesting for the myth-making process that the name Amadeus begins to make its appearance literally at the moment of Mozart’s death: on the death certificate, on the estate documents, in the newspaper obituaries. It only became established as the standard, indeed official, name of the composer because the publishers Breitkopf & Härtel chose it when they began to publish a complete edition of Mozart’s works in 1799. The name, however, is symptomatic. The Latin form seems to clothe the man in the aura of classical purity and universality — more lofty, and more bloodless, than his own choices of Amade, Amadeo, or, often enough, no middle name at all. One would be hard put to think of any other composer after 1600 to have been posthumously given a Latinized name.

Having touched upon the subject of Mozart's death, this is perhaps the appropriate moment to air the question of its cause. We do not know for certain what Mozart died of. The death certificate lists the cause of death as "severe miliary fever." It is not clear what was meant exactly by that term in the 18th century. We do know that it was not a clinically precise term even then. It meant even less than "the flu" means today. At this time the prevalent view is that Mozart died of inflammatory rheumatic fever — the result of a streptococcal infection that usually attacks both the joints and the heart. Mozart had had three bouts with rheumatic fever as a child, which presumably had permanently weakened his heart. In the autumn of 1791 there was an outbreak of the disease, and a considerable number of people besides Mozart fell victim to it. On the 20th of November the pain and swelling in the joints forced Mozart to bed; two weeks later, on December 5, he died. It is not inconceivable that the immediate cause of Mozart's death was the bleedings he was subjected to by his doctor.

After this survey of the vital statistics of baptism, christening, and death, let's proceed to a description of Mozart's physical appearance — to try to visualize him externally before attempting to probe deeper. The best account is provided by one of his earliest biographers, Franz Xaver Niemetschek. Niemetschek, whose biography of the composer was published in Prague in 1798, knew Mozart personally. He tells us that: "There was nothing special about the physique of this extraordinary man; he was small and his countenance, except for his large intense eyes, gave no signs of his genius. His glance was unsteady and absent-minded, except when he was seated at the piano; then his whole face changed. . . . The ungainliness of his appearance, his small build, was due to the overtaxing of his brain in his youth and the lack of exercise in his childhood. He was, however, born of good-looking parents and is himself said to have been a beautiful child; but from the age of six he was permanently in a sitting posture, and he was also beginning to write at that time, too." It is clear, too, that Mozart was a nervous man. His sister-in-law, Sophie Haibl, reported that Mozart was always "'playing the piano' on other things — on his hat, pockets, watchband, tables, chairs." And it seems that the composer suffered from the "ungainliness of his appearance." It was in compensation for this, presumably, that he set great store on clothes. This fact is amply documented. Muzio Clementi, the composer and keyboard virtuoso who engaged in a piano competition with Mozart in the Hofburg on Christmas eve 1781 at the behest of Emperor Joseph II, later remarked that when he saw Mozart for the first time he was convinced, to judge by the man's elegant clothes, that he must have been the imperial valet. And the singer of the role of Don Basilio in the first performance of *Figaro*, the Irishman Michael Kelly,



Constanze Mozart, wife of the composer

recalled in his memoirs that Mozart appeared at the dress rehearsal in a red robe trimmed with fur. Finally, we have Mozart's own testimony — in the form of a letter addressed to the Baroness von Waldstätten, one of his patronesses in Vienna in the early 1780s. On 28 September 1782 Mozart wrote to her inquiring about a "beautiful red coat which attracts me enormously . . . I must have a coat like that, for it is one that will really do justice to certain buttons which I have long been hankering after . . . They are mother-of-pearl with a few white stones round the edge and a fine yellow stone in the center. I should like all my things to be of good quality, genuine and beautiful."





Maria Anna Thekla Mozart, called "Das Bäsle" (little cousin), with whom Mozart carried on an animated correspondence

We must return to the matter of Mozart's death. The reason there has been so much morbid fascination with it has little to do with the fact that Mozart died so young. (Schubert died at an even younger age — 31 — and that fact has not aroused so much interest.) It is rather that rumors began early on to the effect that Mozart was poisoned — either accidentally (from an overdose of mercury, the leading treatment at that time for syphilis), or deliberately — by a rival: specifically by Antonio Salieri.

Salieri was just five years older than Mozart. He was born on 18 August 1750 in the Veneto region of Italy, but had been living in Vienna since he was sixteen. In 1774, at the age of just 24, he was appointed Court Composer and Conductor of the Italian opera at the Viennese Imperial Court. That is, he had been occupying one of the leading musical positions in Europe for seven years by the time Mozart moved to Vienna in 1781. Later on, in 1788, Salieri assumed the even loftier title of Court Capellmeister — a position he held for the next 36 years, until a year before his death on 7 May 1825. In 1823 a rumor circulated that Salieri, who was suffering from a violent illness at the time and had expected to die, had confessed that he had poisoned Mozart. Whether he actually made the confession is not known. In any event the rumor made the rounds, and was even reported to the deaf Beethoven in one of his conversation books.

It is not necessary to be a drama critic to realize that Shaffer's play is really about Salieri. In it *Amadeus* — Wolfgang Amadeus Mozart — is Salieri's obsession. We do not see him objectively, nor even through Shaffer's eyes, but only through the eyes of Salieri — as Shaffer imagines Salieri to be for his own dramatic purposes. In the case of Salieri, however, unlike that of Mozart, it is not very easy to keep tabs on Shaffer. Salieri's life and character have not yet been subjected to very much scholarly investigation. Accordingly, Shaffer's guess as to what Salieri was really like, and his attitude towards Mozart, is as good as anyone else's. It is, indeed, easy to imagine that Salieri, only a few years older than Mozart, recognized and felt threatened by the young man's superior talent. It is clear that, with his influence at court, Salieri was in a position to help Mozart, had he chosen to. But he chose not to. There is no evidence, however, that Salieri ever actively plotted against Mozart. Nonetheless, Mozart's friends and relatives did suspect the Italian. Leopold Mozart was convinced that Salieri was behind the intrigues impeding the rehearsals of *The Marriage of Figaro* in 1786; and Mozart's sister-in-law once commented, after Mozart's death, that "Salieri couldn't stand Mozart." On the other hand, it seems that, on the surface, relations between the two men were at least correct. Mozart did take Salieri (and Salieri's much-favored pupil Caterina Cavalieri, the singer who created the role of Constanze in *The Abduction from the Seraglio*) to a performance of *The Magic Flute*, as Shaffer portrays. On the following day Mozart wrote to his wife: "You can hardly imagine how charming they were and how much they liked not only my music, but the libretto and everything. They both said it was an *operone*, worthy to be performed for the grandest festival and before the greatest monarch, and that they would often go to see it, as they had never seen a more beautiful or delightful show. Salieri listened and watched most attentively, and from the overture to the last chorus there was not a single number that did not call forth from him a bravo! or bello!"

*Amadeus* has caused a sensation, of course, because it depicts Mozart as an infantile, foul-mouthed rascal who did not know how to behave (or dress) and who seemed to find infinite pleasure in uttering four-letter scatological words. It was evidently new to much of the general public that Mozart used such language; but it has been long known by musicians and scholars that this was the case. There is a series of letters Mozart wrote to his first cousin, Maria Anna Thekla Mozart, the daughter of Leopold Mozart's brother, that contains almost nothing but obscenities of this sort. The really filthy letters were mainly written in the year 1777-78, when Mozart was 22 years old and his cousin, whom he called "Bäsle" or "Little Cousin," was turning 20. The letters first appeared in unexpurgated form in the first edition of Emily Anderson's English translation over forty years ago. They were not published in the original until the 1960s. They are without question completely inane, tasteless, infantile, and full of the most impossible puns. In a word, they are an embarrassment. What should we make of them?

I think it is possible to absorb Bäsle's letters into a coherent portrait of Mozart's personality and character, one which manages to account for a number of facts and attitudes that at first seem contradictory. Such a portrait, moreover, need not be ruinous to Mozart's personal reputation — not that it is at all necessary to offer an apology. If Mozart should turn out to have been a worthless scamp of a man, we would surely be able to learn to live with the fact while continuing to cherish his music. We have, after all, made such adjustments often enough in the case of other artists.

It is important to realize that crude scatological language was by no means taboo in the 18th century among the middle class. Body parts and functions were called by their vernacular names, not their Latin euphemisms. The words were used openly and naturally — even between men and women. The letters of the Mozart family contain numerous references of this kind. Mozart uses the words in letters to his father and mother. In fact, the only surviving letter written by Mozart directly and exclusively to his mother consists of nothing but an awful poem made up of scatological couplets. He wrote it, incidentally, in January 1778, at just the same time he was composing his dissonant letters to Bäsle. Mozart's mother and even Leopold, a pillar of bourgeois virtue whose moral code seems to have been engraved in marble, occasionally indulged in similar language — the latter not only in letters to members of his family but even in letters to professional colleagues. It would seem that talking about the excretory functions in the late 18th century was something of an obsession — a bit like talking about one's diet today, perhaps, or about one's analysis, and no more gauche.

There was, then, a sociological context for Mozart's language. What is most significant, however, is that the Bäsle letters are fairly concentrated in time. Most of them were written at just the period — late 1777 and early 1778 — when Mozart fell deeply in love for the first time in his life. He was ready to abandon everything at the time in order to go to Italy with Aloysia Weber, his voice pupil and the sister of the woman he would ultimately marry.

Not very much attention has been paid, it seems, to what is surely a direct link between the outburst of crude language in the Bäsle letters and Mozart's infatuation with Aloysia Weber. The letters must have constituted an important outlet for pent-up sexual tensions that must have been almost unbearable for Wolfgang at the time. We know that Mozart's sexuality was strong. In a letter to his father written at the time of his betrothal to Constanze he wrote: "The voice of nature speaks as loud in me as in others, louder perhaps, than in many a big strong lout of a fellow. I simply cannot live as most young men do in these days. In the first place, I have too much religion; in the second place, I have too great a love of my neighbor and too high a feeling of honor to seduce an innocent girl; and, in the third place, I have too much horror and disgust, too much dread and fear of diseases and too much care for my health to fool about with whores. So I can swear that I have never had relations of that sort with any woman."

Thus wrote Mozart on December 15, 1781, one month short of his 26th birthday. It must be added that Mozart's foul language never erupts again in the same way. There are of course occasional vulgarities scattered throughout his letters; and he did write those obscene canons. But this was all harmless fun, unlikely to raise any eyebrows in the late 20th century — or the late 18th.

It is important to stress two further points about the Bäsle letters. First, their obscenities are exclusively scatological. They contain no sexual references at all. One suspects that the scatology was a substitute — a rather bizarre form of "sublimation" — for the erotic impulses directed toward Aloysia that Mozart was trying to control at that time. This further suggests, incidentally, that Mozart did observe something of a taboo about using explicit sexual obscenities. There are some erotic letters from Mozart, however. They were written to his wife in 1789 when he was on a concert tour to Dresden and Berlin. The letters were written over a space of a month and half; and they reveal an interesting "development" in the composer's amorous inclinations.



On April 8, 1789 on the road to Prague, Mozart is the gallant, romantic, cavalier: "How are you? I wonder whether you think of me as often as I think of you? Every other moment I look at your portrait — and weep partly for joy, partly for sorrow. Look after your health which is so precious to me and fare well, my darling! . . . Adieu. I kiss you millions of times most tenderly and am ever yours, true till death."

On April 13 his informality returns. A playful scherzo follows the *moderato affettuoso*: "If I were to tell you all the things I do with your dear portrait, I think that you would often laugh. For instance, when I take it out of its case, I say, 'Good-day Stanzerl! — Good-day, little rascal, pussy-pussy, little turned-up nose, little bagatelle. Schluck und Druck.' And when I put it away again, I let it slip in very slowly, saying all the time, 'Nu, Nu, Nu!' with the peculiar emphasis which this word so full of meaning demands, and then just at the last quickly, 'Good night, little mouse, sleep well.' Well, I suppose I have been writing something very foolish (to the world at all events); but to us who love each other so dearly, it is not foolish at all."

On the 16th there is a *serioso*: "Dear little wife, I have a number of requests to make. I beg you . . . in your conduct not only be careful of *your honor and mine*, but also to consider *appearances*. Do not be angry with me for asking this. You ought to love me even more for thus valuing our honor."

On May 19, from Leipzig we have the introduction to the *finale*: "Oh, how glad I shall be to be with you again, my darling. But the first thing I shall do is to take you by your front curls; for how on earth could you think, or even imagine, that I had forgotten how? . . . For even supposing such a thing you will get on the very first night a thorough spanking on your dear kissable little arse, and this you may count upon. Adieu, Ever your only friend and your husband, who loves you with all his heart. W. A. Mozart."

Finally, on May 23, from Berlin, the descent from Parnassus is completed. The rollicking curtain-closer is now *a tempo*: "On June 1st I intend to sleep in Prague, and on the 4th — the 4th — with my darling little wife. Arrange your dear sweet nest very daintily, for my little fellow deserves it indeed, he has really behaved himself very well and is only longing to possess your sweetest . . . [In Emily Anderson's words: "Each dotted passage represents a word which has been blotted out in the autograph."]) Just picture to yourself that rascal; as I write he crawls on to the table and looks at me questioningly. I, however, box his ears properly — but the rogue is simply . . . and now the knave burns only more fiercely and can hardly be restrained." This is Mozart at his most unabashed in matters sexual. These letters surely testify to a healthy lack of inhibition about sex; they also reveal that Mozart's relationship to his wife was a genuinely affectionate one — one frankly based on shared sensuality and not much more.

But this last observation is important on a broader level. As the Mozart scholar Hermann Abert emphasized in his monumental biography of the composer (published in the 1920s) Mozart was a sensualist. His relation to experience was direct — through the senses, and not, say, through contemplation. This fact helps explain his lack of interest in politics, philosophy, books, poetry (except for librettos) as well as his enthusiasm for theater or horseback riding. It also accounts for his interest in people and his skill at observing them and characterizing them. Mozart was remarkably observant; his letters are full of assessments and verbal caricatures of the people he met on journeys, especially opera singers. His remarks on such occasions are often biting, always stingy with praise, but invariably objective and never moralistic or judgmental.

The second point to be made about the Bäsle letters is that Bäsle must have been amused by them. This observation, as obvious as it might be, actually brings me to my main point, namely, that Mozart seems to have been a master at adjusting his behavior to suit the occasion. There does not seem to be any occasion on which Mozart made a fool of himself in public. He knew how to behave, or, put another way, he knew how to "act" properly. This ability, I believe, holds the key to much of Mozart's personality. Mozart apparently was a role player at all times throughout his life — a perpetual actor. This may also explain in part why he was a great dramatist. Mozart was able to create such credible characters on the stage, characters ranging from Monostatos and Papageno to Sarastro, from Zerlina to the Countess, because he possessed an almost limitless capacity to empathize. And this capacity, I submit, derived from the fact that he was obliged to play an exceptionally wide range of roles in his own life.

It is conceivable that play acting had become such a normal pattern in Mozart's behavior that it would have been impossible to say — perhaps even for him to say — when he was "himself." There are of course many people who feel that they are always playing a role, never being themselves. It is a common neurosis. Mozart seems to have been such an individual. If so, then this "condition" could well reflect his unusual childhood. Mozart, after all, did not grow up like other children, developing his personality under stable circumstances in a more or less stable circle of similar peers. On the contrary, he was constantly on the move, especially during the ten years from 1763 to 1773, that is, between the ages of seven and seventeen. And what was he doing? Literally "performing" all the time — and not only on stage as a pianist. He was also performing a constantly changing role in a constantly changing social context: now at the court of Maria Theresa or George III or Louis XVI; now in the sordid company of actors and singers; now among his fellow musicians at home in Salzburg — men of dubious character and etiquette. Each time Mozart "fit in." It is easy to imagine that such turbulence in the life of any young child and early adolescent would have made it formidably difficult to develop a strong, "well-focused" personality.

Mozart, in short, was accommodating. He behaved in the manner he thought would best please his comrades and companions of the moment. With Bäsle he was the vulgarian. With his billiard and bowling companions — most good musicians, but simple people — he played the clown and prankster. With his pupils — mostly women — he may occasionally have played the seducer. With his wife Constanze, the role had many facets. There was, of course, the purely physical, robust lovemaking. But Mozart also played another part with her. Constanze had been shabbily treated by her mother, and it is clear that Mozart thought of himself as her protector and savior. At court, as far as is known, his manners were beyond reproach; he was a convincing courtier. With his father, Wolfgang was by turns the affectionate child, the gentleman of moral principles, the bold rebel, even the mature, reflective man of thought. With his brethren from the Masonic lodge Mozart was the high-minded humanitarian. If there was a "true" Mozart who revealed himself at all in a social context, it was almost certainly the man who shared many pleasant hours and evenings with Joseph Haydn. The deep friendship the two men are known to have felt for one another (despite the fact that they were more than a generation apart in age) can only lead us to conclude that it was nourished not only by mutual admiration for each other's genius, but also by genuine human exchange.

Finally, this ability to adjust, to assume many roles, has its counterpart in Mozart the musician. Mozart was the ultimate eclectic. He absorbed, adopted, appropriated musical styles and influences as if by osmosis — whether it was the sweet "galant" style of Johann Christian Bach, the more feverish expressionism of Carl Philipp Emanuel Bach, the rigorous counterpoint of Johann Sebastian Bach, or any one of a wealth of styles and idioms emanating from Italy, France, Germany, and Austria. He was at home, like no other musician in history, with literally every genre and style of his time: the concerto, the symphony, opera, church, keyboard, and chamber music. His achievements in each were supreme but most impressive perhaps in opera, where his ability as a person to absorb and empathize with such a range of human behavior fused with his unlimited technical resources and stylistic range as a musician and composer.

It seems possible to fit together a picture of Mozart the man that not only does justice to even the less flattering facts of his life, but seems to harmonize with his profile as a composer. But the possibility cannot be dismissed that this attempt in the end will constitute only another chapter in the ongoing effort to account for one of the most formidable creators in human history — another layer in the secular mythology. ■



# A Rabbi's Role for Women:

Amy Eilberg '76

by Steven Cohen

*Steven Cohen is acting director of public affairs.*

The rift between the Orthodox and other forms of Judaism has widened with the ordination of a Brandeis alumna as the first female rabbi in the Conservative movement. Amy Eilberg '76 personifies the liberalization of Conservative Judaism, which over its 100-year history gradually has elevated women to leadership status.

The issues are rooted in Talmud, the post-biblical writings that make up Jewish law. While the law remains unchanged, interpretations of it have led to diverse movements within Judaism, beginning with the Reform movement which had its origins in the German provinces in the 1820s.

A key issue is the role of women, who held little status outside the home in ancient societies: in traditional Judaism, there is a ritualistic ceremony for the birth of a boy but not for a girl; there are religious rituals required of men but not women; only men could testify before Jewish courts.

The Reform movement, from its beginning, affirmed the theoretical equality of women, but it took 100 years before that was translated into practice. Women did not sit on boards of Reform congregations until the early decades of this century, and it wasn't until 1972 that a woman was ordained as a Reform rabbi.

In the meantime, the Conservative movement which began in America with the establishment of the Jewish Theological Seminary in New York in 1886, considered itself an American version of orthodoxy. There were some changes in form — such as services conducted in English — but not in substance, until mixed seating of men and women began in the early 1900s. Before then, women in the traditional synagogue had sat in the balcony or behind a partition. After World War II, the Conservative movement began counting women for a minyan (the quorum of ten needed for a prayer meeting), and allowing them to read from the Torah during services.



Now, with her ordination, Rabbi Amy Eilberg says that "full equality has been won" within the Conservative wing. She feels her main challenge as a rabbi will be "to explore how Jewish tradition can be enriched by the full incorporation of women's experiences and women's insights. Jewish tradition is based on ancient texts to which we are very loyal but which were produced in an era that didn't allow for a woman's input. They were written by men about men's experiences. We need to re-read and re-interpret the old texts to fill in the gaps where it is clear that women's experiences were not taken into account."

As an example, she cites the "rich ceremony," the rituals, the wine, and the partying associated with the circumcision of a newborn boy, and the "better luck next time tone in Jewish tradition" associated with the birth of a girl, for which there are no rituals.

"Clearly, over the past ten or twenty years, both men and women have struggled to gain access to those psychological traits that previously were associated with the other sex," Eilberg said in an interview. "Men have struggled to express sadness and love; women have struggled to feel comfortable with assertiveness. It's been a positive process over the years. Some stereotypes have been broken down.

"Yet women also recognize that some of those female traits — caring, cooperation, intimacy — are positive and central to what makes us women. Women, more than men, bring these traits into their work life, and this implies that the Jewish community will not only be enriched because women aspire to the rabbinate, but women rabbis have a particular kind of contribution to make. For example, many Jews think of the rabbi as a rather distant, authoritarian figure, but women have an orientation that suggests they will move into their congregations with a more cooperative, intimate view."

Eilberg, 30, is the daughter of a former congressman from Philadelphia. She says her commitment to Judaism began at age 14 when she traveled for a summer with a program called United Synagogue Youth on Wheels. "For the first time, I was experiencing traditional Judaism as a living system, as something you practiced each day," she remarks. "It also was an experience within a Jewish community, because that busload of kids was a Jewish community in miniature, with all the support that kind of community implies."

Returning home, she asked her family to observe the Jewish dietary laws, which they did. "I was determined to keep kosher and take my religious studies seriously. It was a turning point," she recalls.

Entering Brandeis in 1972, she found that "they didn't have egalitarian services there at all. The men and women sat separately. The women did not have equal rights." Eilberg says she and a group of friends objected, and the positive response by the Brandeis community, which quickly led to mixed seating, raised her sights from a career in Jewish education to the rabbinate.



"The community did emphatically regard women as equals and entitled. That had a tremendously important role to play in my decision process. I wouldn't be the woman I am today if I hadn't had that experience at Brandeis."

After graduation from Brandeis in 1976 with a degree in Judaic studies, Eilberg enrolled at the Jewish Theological Seminary, the only school in the world that trains Conservative rabbis, to work for a doctorate in Talmud. She received a master's degree in Talmud in 1978 and interrupted work toward the doctorate in order to obtain a master's degree in social work from Smith College. Meanwhile, in 1983, the seminary faculty concluded years of debate with a vote to ordain women as rabbis. Eilberg, having completed most of the course work, was poised to become the first, and she was ordained last May.

There remains opposition within the Conservative movement, and Eilberg confesses she will have to finesse a few sticky issues in Jewish law.

Until modern times, Jewish communities throughout the world were governed by a separate, autonomous legal system within their host countries. In France, for example, Jewish law governed the Jewish community until the French Revolution, when the Jews of France were extended full citizenship. In some parts of the world — the Ottoman Empire, for instance — Jewish law regulated Jewish communities until World War I.

Jewish law has maintained its historic significance for many contemporary American Jews; its strictures on the role of women will, therefore, complicate Eilberg's role as a rabbi. Under Jewish law, for example, women were not allowed to testify at judicial proceedings, and the laws governing testimony are interpreted ("by some," claims Eilberg) today as prohibiting women from acting as official witnesses at weddings and divorce proceedings.

"I will perform weddings, and I will consider myself entitled to serve as a witness," Eilberg says. "Anyone who has studied Jewish law knows it would take great evidence to reverse a marriage, no matter whose name appears as a witness."

Divorce is a different matter. A Jewish divorce document, as well as a civil document, is required in the Conservative and Orthodox sects, and since Jewish law weighs in favor of marriage in disputed cases, Eilberg is concerned that her signature on a "get" (the divorce certificate) might present problems for the divorced couple if either party decides to remarry.

"There have been statements by Orthodox and right wing Conservative rabbis that they will not recognize a document signed by a woman," notes Eilberg. "If someone asks me to serve as a witness for a divorce, I would say it is legally permissible, but I would ask the congregant to think carefully if at any point in the future the couple or their children would need to have the divorce recognized by a rabbi who might object to my signature."

Eilberg's ordination confronts the broader Jewish Community with what Leon Jick, associate professor of American Jewish Studies at Brandeis, describes as "the real issue of whether we are going to have one Jewish people or two. The Orthodox say that Reform and Conservative movements solemnize marriages that the Orthodox do not recognize. The children that issue from such marriages will not be recognized as Jews, and the result will be a split within Jewry."

Jick added that it had once been assumed by many that with an increasing trend to secularism, Orthodox Judaism would dwindle and disappear, but in fact the movement is growing. Orthodox spokesmen say the Reform and Conservative movements will die off, but Jick thinks "we will continue to have a multifaceted Judaism and a

diverse Jewish people. There is no way Jews will again become the unified, monolithic people they once were."

Within the Conservative movement, Eilberg remains hopeful that the number of women rabbis will rise. She estimates that at least 70 percent of the approximately 1,300 Conservative rabbis favor the ordination of women, and she is convinced that there are "large numbers of congregations that are willing to entertain the possibility of hiring women rabbis."

"Surely there are pockets of resistance, and it may be generations before there is unanimous endorsement," she claims. "But since the number of women rabbis will rise slowly over the next 20 years or so, I have an optimistic view of how women will fare in the job market."

The Reform movement, which began ordaining rabbis in 1972, has shown that resistance is not so much a matter of Jewish law as a reaction to change, Eilberg believes. The law is not the central issue in the Reform movement that it is in the other sects, yet job placement for women rabbis "has not been as easy as one would have thought. It has been much easier for women to find work as assistants rather than senior rabbis. Some of this is a matter of age. Yet the ability of women to win promotion has lagged behind their male colleagues, and the number of women who have their own pulpits is very small," she explains.

For her part, Eilberg has chosen to begin her rabbinical career as a full-time chaplain at Methodist Hospital in Indianapolis, where she began work in August. Her husband, also a rabbi, teaches at Indiana University, and she probably would have to leave the area to obtain a pulpit. In addition, the hospital work permits her to "develop the human role that rabbis play in people's lives, a role very appealing to me." ■



## Visiting Personalities: A Quest for Stimulation

by Jerry Rosenswaike

*Jerry Rosenswaike is special projects writer in the Office of Public Affairs.*



Some time ago, a Brandeis University professor was asked to sum up the "personality" of the institution he has taught at for many years.

Perhaps recalling some of the spirited political demonstrations and arguments that have taken place on campus, he replied, "Well, let me just say that Brandeis is a place where both students and faculty are *actively* engaged with issues and ideas, both inside and outside the classroom."

It is not surprising that a university whose motto demands the search for "truth, even unto its innermost parts" should be an intellectual magnet that attracts prominent personalities who, themselves, are actively engaged with momentous issues and profound ideas. Men and women such as Robert Frost, e. e. cummings, Elie Wiesel, Earl Warren, Saul Bellow, David Ben-Gurion, Jacob Javits, Indira Gandhi, Isaac Bashevis Singer, William F. Buckley, Abba Eban, Andrew Young, John and Edward Kennedy, Cardinal Jaime L. Sin, John Anderson, Itzhak Perlman, Harry Truman, Marc Chagall, Walter Mondale, and John Hope Franklin have enlivened the campus and enriched the education of three generations of Brandeisians. The University itself is named after a powerful personality — Louis Dembitz Brandeis, "the people's attorney" — the first Jew ever named to the U.S. Supreme Court, and a man who frequently dissented from the majority view on the nation's highest tribunal.

*Former Prime Minister of Israel Golda Meir*

Unfortunately, Louis Brandeis died seven years before the University was founded. But had he lived to visit the University that is named in his honor, there is no doubt that Brandeis students would have examined his ideas, his court decisions, and even his embrace of Zionism, just as rigorously as they have challenged the views of other prominent personalities.

For while much on the Brandeis campus has changed during the past 37 years, this active engagement with issues and ideas has remained a distinguishing characteristic of the University's personality. Thus, when world-renowned figures come to Brandeis, they are not only expected to state their ideas, but also to defend them.

Recently, John Glenn, the former astronaut, U.S. Senator (D-Ohio), and one of a number of candidates for the 1984 Democratic nomination for President of the United States, discovered how challenging Brandeis students can be. Glenn had come to campus as part of The Brandeis Forum, a program the University had arranged at the start of the primary elections. After Glenn had finished his speech, Brandeis students started questioning him. One of their initial queries dealt with Glenn's position on "the Solomon Amendment," a bill introduced in Congress to deny federal educational aid to any male student who had not registered with the Selective Service System. Caught unaware, Glenn told the questioner that he was not familiar with the Solomon Amendment.



Writer Saul Bellow

From that point on, the students' questions became even tougher. A political reporter who covered the event later said he predicted Glenn's subsequent poor showing in the Presidential primaries, based on the candidate's performance before Brandeis students. "When you come to Brandeis," the journalist said, "you had better be prepared." Displaying their typically inquisitive nature, Brandeis students also cross-examined Democratic Presidential candidates Gary Hart, Ernest Hollings, and George McGovern just as sharply when they visited the campus in 1984.

From its inception, Brandeis has helped to nurture what Founding President and Chancellor Abram L. Sachar has called "a sensitive social consciousness." One of the principal ways Brandeis encouraged this quality was the introduction in 1952 of what began as a curricular innovation called General Education S. Originally intended as a special course for seniors — hence the "S" — this program brought to campus statesmen, scholars, writers, artists, and others, who were asked to spend two days on campus and discuss with students the turning points in their lives, their great decisions, and why they made them.

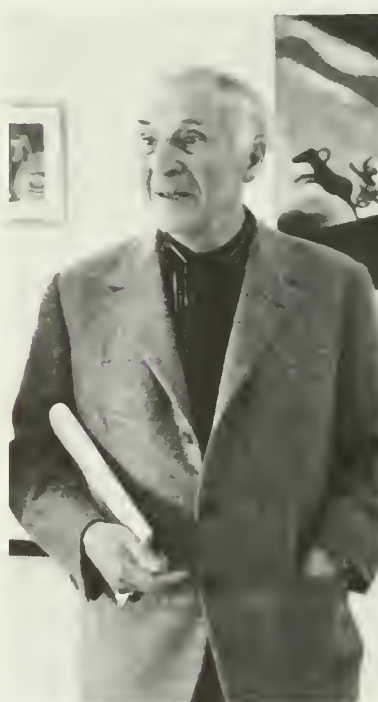
Those who took part in General Education S were men and women whose impact on society was substantial. First-year participants included composer and conductor Leonard Bernstein, a Brandeis trustee emeritus who taught at the University and was the first director of its School of Creative Arts; humanist and city planner Lewis Mumford, whose books included *The Culture of Cities* and *The Condition of Man*; and biologist Alfred C. Kinsey, who authored the famed "Kinsey Report" on human sexuality.

There were two other eminent Americans whose presence on campus in 1952 particularly impressed Brandeis students. The first was the late Margaret Mead, the renowned anthropologist who was then associate director of ethnology at the American Museum of Natural History in New York City. When she came to the University to take part in General Education S, Mead was already a major figure in anthropology, having written *Coming of Age in Samoa*, a classic work whose findings are still a source of controversy in the age-old "nature versus nurture" argument.

At Brandeis, Mead candidly discussed with students the changing mores of contemporary life, sexual and otherwise, and how these changes were likely to affect young people at the University and all over the world. Students were entranced.



(left to right) Martin Peretz '59, editor and president of *The New Republic* and a Brandeis trustee, with Jaime Cardinal Sin of Manila and Henry Rosovsky, then-dean of the faculty of arts and sciences of Harvard University, honorary degree recipients in 1984



Artist Marc Chagall



Comedian and film star Eddie Murphy





Another memorable evening was the appearance of Leo Szilard, the Hungarian-born physicist who had joined Albert Einstein in warning the American government that Hitler was close to building the atom bomb. It was Szilard who had persuaded Einstein to appeal to President Franklin Roosevelt to accelerate the race for the bomb or risk world domination by the Nazis. Convinced of the imminent threat, President Roosevelt authorized the Manhattan Project, the monumental top-secret research effort to develop the atom bomb that involved Einstein, Szilard, Enrico Fermi, and other leading scientists who had fled Europe.

"I will never forget the evening when Szilard spoke with us in the commons room of Usen Castle," says Evelyn Simha '52, a member of Brandeis' first graduating class. "I particularly remember that during the discussion of Szilard's work and of the decision to drop nuclear weapons on Japanese cities — a decision Szilard disagreed with — Brandeis Professor of French Joseph Cheskis rose to question Szilard on the reasons for the scientist's deep regret. '*De profundis clamavi!*' ['*Out of the depths have I cried out!*'], Cheskis exclaimed. 'What have numbers to do with this? Killing one child is as horrifying and reprehensible as killing the thousands at Hiroshima and Nagasaki.' I remember the discussion followed long into the night: the ethics of war, self-defense, the greater and lesser good, science, justice, compassion, humanity, choices. We all went away from that session greatly moved, disturbed and thoughtful," said Simha, the executive director of the Brandeis Alumni Admissions Council.

Not every General Education S encounter was as dramatic as the session with Leo Szilard, nor was everyone who took part in the program received with unalloyed enthusiasm. For example, Allen Dulles, then the Director of the Central Intelligence Agency (CIA), may have earned the distinction of being the first target of a Brandeis student demonstration when he had to walk the gauntlet past a picket line of students who were opposed to the CIA's covert operations. Dulles did not have a much easier time inside the University as students peppered him with difficult questions. One politics major provocatively asked Dulles how the CIA could protect itself from falling into the hands of an American president who wanted to use its enormous, secretive power for his own political purposes.

By the early 1960s, General Education S was discontinued, but that did not result in any decrease in the number of prominent personalities coming to visit Brandeis. Over the past two decades, a series of endowed programs has been developed to bring leaders in various fields of endeavor to the University. Many of these programs are lecture series; others are more ambitious in nature, giving the Brandeis community an extended opportunity to exchange ideas and delve into political affairs, music, art, literature, and science.

In the last several years, the Brandeis community has welcomed to campus former Watergate Special Prosecutor Archibald Cox, who discussed the meaning of Constitutional safeguards for Americans; two-time Pulitzer Prize-winning playwright Edward Albee, who taught workshops and critiqued student-authored plays; former National Security Advisor Zbigniew Brezinski, who analyzed the future course of U.S.-U.S.S.R. relations over the next decade; Nazi hunter Simon Wiesenthal, who told a hushed audience why he and others continue their search for war criminals; and Italian Ambassador to the United States Rinaldo Petrignani, who spoke at the dedication of the University's Vito Volterra Cultural Center, which is named for the late Italian scientist, mathematician, and patriot.

One visitor to campus in the fall of 1983 who especially enchanted Brandeis students and faculty was Isaac Bashevis Singer, the Nobel Prize-winning author who is regarded by many to be the foremost living Jewish writer. Singer's appearance on campus — his only visit to an American university that year — included an evening lecture and a reading in class from his novel, *The Penitent*.

Asked by a student how it felt to be regarded as a legend in the literary world, Singer, his 79-year-old eyes twinkling mischievously, replied, "I'm not a legend. I ate breakfast this morning. Do legends eat breakfast?"

Patiently, enthusiastically, and almost reverently, Singer discussed how he writes, when he writes and, most important, why he writes. And when his class time was finished, Singer was asked about his impressions of Brandeis. "I felt last night at the lecture, and I see now, charming faces, good will, and a desire to learn — faces that express humanity."



Sculptor  
Louise Nevelson

One face at Brandeis that always expressed humanity — and a world luminary whose presence on campus never failed to win her new friends — was Eleanor Roosevelt. Once called “the first lady of the world,” she was a member of the University’s Board of Trustees, the speaker at Brandeis’ first convocation and its first commencement, and a recipient of an honorary degree. But Eleanor Roosevelt was more than a name who lent prestige to a then-fledgling university. She became a visiting member of the faculty, teaching a credit course on the various nonpolitical agencies of the United Nations. She hosted a public television program, “Prospects of Mankind,” that for three years was broadcast from the campus. And she spoke on behalf of the University at numerous fundraising events.

Eleanor Roosevelt also took a great deal of interest in her Brandeis students, exploring with them their career goals and even helping on occasion with recommendations. “She thought Brandeis students were terribly bright, and she admired the passion they had for the issues of peace and justice,” said Lawrence H. Fuchs, the Meyer and Walter Jaffe Professor of American Civilization and Politics.

It may have been the University’s active engagement with the passionate issues of the day that brought the late civil rights leader and Nobel Peace Prize-winner Martin Luther King, Jr. to campus in 1964 and again in 1966.

At his initial visit, Dr. King had spoken about the Southern Christian Leadership Conference’s plans to register black voters in Georgia, South Carolina, Florida, and Virginia in the summer of 1965. Struck by Brandeis students’ interest in the project, the civil rights leader later wrote a letter to then-President Abram Sachar, specifically inviting Brandeis undergraduates, graduate students, and faculty members to take part in the “Summer Project ‘65,” as it was called. A number of Brandeisians did participate in the registration drive, and the following year Dr. King returned to Brandeis to thank the Brandeis community for its concern and to let students know how the effort was progressing in the South.

By the mid-1960s, even the entertainers who came to perform at Brandeis reflected the political ferment that was taking place on campuses across the country. Pete Seeger, the old folksinger, and Peter, Paul and Mary, the new folksingers, not only sang at university concerts but also did a little political consciousness-raising as well. Even cartoonists invited to campus — such as Jules Feiffer of the *Village Voice* — reflected the political ambience at 415 South Street, Waltham, Massachusetts.



Yet, it had not always been this way. Despite Brandeis’ strong involvement with national and international concerns, entertainment for most of the University’s history has been viewed as simply entertainment. In the early years, comedians Danny Kaye and Eddie Cantor, both of whom later became Brandeis Fellows, appeared on campus. Cantor, on one memorable occasion, made a surprise stop in 1956 and enthralled students with several songs and numerous stories about Hollywood.

The Brandeis quest for stimulation is reflected in the calibre of the creative artists who visit — composer-conductor Aaron Copland; film directors Elia Kazan and Stanley Kramer; novelist Norman Mailer; artists Helen Frankenthaler and Frank Stella, both of whom have had major exhibitions at the University’s Rose Art Museum in the last several years; sculptor Louise Nevelson, who came to campus last May to receive an honorary degree; and Lionel Hampton, Sarah Vaughan, and the late Eubie Blake — all of whom have performed at Brandeis’ annual Louis Armstrong Music Concert, which was initiated in 1979 to honor the memory of the famed jazz musician and to support music scholarship funds at Brandeis.

Last spring, jazz-great Ornette Coleman and composer George Rochberg, both 1985 recipients of the University’s coveted Creative Arts Awards, came to campus to take part in a day-long festival celebrating the awards, which were established in 1956 to extend the role that universities play in the artistic and cultural life of the nation. Over the years, these prestigious awards, funded by the Jack I. and Lillian Poses Creative Arts Awards Endowment, not only have honored many of the most famous writers, dancers, sculptors, poets,



(left to right) Actor George C. Scott, actress Maureen Stapleton, and director Mike Nichols



Admiral (ret.) Hyman Rickover (left) and ballet dancer Mikhail Baryshnikov



Musician  
Lionel Hampton



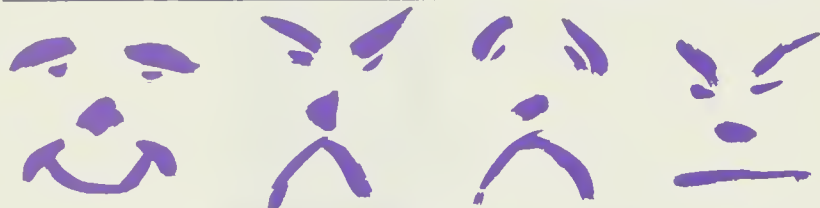
musicians, architects, and painters in America, but they also have given early recognition to many creative artists who would later gain greater prominence in their respective fields. Such recipients include poet William Carlos Williams, writer Eudora Welty, dancer-choreographer Merce Cunningham, painter Ellsworth Kelly, and playwright-actor Sam Shepard.

Although Brandeis has always been a dynamic intellectual center, Brandeis students have never shied away from the unadulterated fun and excitement provided by popular entertainers. Thus, celebrities such as Sammy Davis, Jr., recording groups *The Temptations*, *The Shirelles*, *Cream*, *The Grateful Dead*, *The Ramones*, and *Spyro Gyra* have performed on campus. Others who have entertained Brandeis students in the past few years include comedians Robert Klein, Billy Crystal, and Henny Youngman, actor John Houseman, advice columnist Ann Landers, folksinger Livingston Taylor, and noted sex therapist Dr. Ruth Westheimer, who assured her eager audience that love was here to stay.

At Brandeis the University's historical devotion to active engagement with issues and ideas remains constant no matter what the prevailing political mood on campus. Students still feel a need to defend their views, and expect those who presume to speak for student concerns to be equally articulate.

Thus, for example, many students disagreed with Jane Fonda's view of the United States' role in the Vietnam War, despite the fact that for a time Brandeis was the national information headquarters of the students' strike against the war movement. Indeed, when Angela Davis, a member of the Brandeis Class of 1965 and a leading political activist, came to campus in the early 1970s, some Brandeis students challenged her Marxist views just as aggressively as they probed convicted Watergate conspirator G. Gordon Liddy's views several years later, or those of Allen Dulles a generation earlier.

One University administrator says that there is an easy explanation for Brandeis students' intellectual independence. "Brandeis students just refuse to buy fully into any political ideology. They are smart. They are sophisticated. They are skeptical. And they won't be intimidated."



But there was one individual who *was* welcomed to Brandeis unconditionally — Golda Meir, the late prime minister of Israel and one of the protean figures of the 20th century.

Golda Meir visited in March 1973 to accept an honorary Doctor of Laws degree at a special convocation marking the 25th anniversary of Brandeis and the State of Israel. In accepting the degree, Meir said she did so “merely as a representative — a chance representative — of my people. For the young men who, before they begin their lives, know the danger of life; for the real heroes, the fathers and mothers who see their young ones go off to war; for the mothers, whose children do not come back. . .”

Brandeis continues to attract men and women who have made major contributions in their fields. Noted Broadway director Jose Quintero came to Brandeis in the fall of 1983 for a semester as artistic director of the Spingold Theater. In 1984, Elie Wiesel, the eloquent writer best known for his books about the Holocaust, gave the keynote address at a Brandeis Hillel-sponsored conference on the plight of Ethiopian Jews. Several years earlier Benigno Aquino, Jr., the late Filipino political leader then in exile from his homeland, came to Brandeis to discuss his hopes for democracy. Last fall, Thomas L. Friedman '75, who was awarded the 1983 Pulitzer Prize for his coverage of the war in Lebanon, returned to his alma mater to discuss the ever-topical subject of extremist violence in the Middle East. Friedman is currently the Jerusalem bureau chief of the *New York Times*. O. G. Youssoufou, Executive Secretary of the Organization of African Unity and the OAU's Ambassador to the United Nations, spoke on campus last spring. And John Anderson, former U.S. Congressman from Illinois and a third-party candidate for President in 1980, delivered a major address last spring on the future of the political parties. A number of prominent individuals are also expected on campus this year, including former U.S. Ambassador to Israel Samuel Lewis and playwright Edward Albee, who returns to Brandeis this fall as visiting professor of theater arts and guest director at Spingold Theater.

Despite the constant stream of well-known personalities who continue to come to Brandeis, there undoubtedly have been cultural changes taking place on campus during the past decade or so. Like colleges and universities elsewhere, Brandeis seems to be succumbing to pop culture, to the growing trend to conservatism, and turning away from active engagement with issues and ideas.

Or does it? Earlier this year, Eddie Murphy, the young comedian, star of the TV series, “Saturday Night Live,” and the blockbuster movies, “Trading Places” and “Beverly Hills Cop,” appeared at the University's Shapiro Athletic Center.

On the night of the sold-out event, everyone inside the gym was waiting for Eddie Murphy to appear. But outside, there was a much smaller group of Brandeis students standing in the cool spring night. They were demonstrating against the appearance of the comic who had taken young America by storm. These young men and women did not think Eddie Murphy was funny. In fact, they felt his often scatological and always irreverent humor was sexist and degraded homosexuals. So they urged their classmates to boycott the concert.

A reporter from an area newspaper could not help but take notice of the demonstration. “A protest against a comedian!” he said, almost incredulously. “Are students really so concerned about what a *comedian* says?”

At Brandeis — where active engagement with issues and ideas *always* matters — they are. ■



# A Political Maverick as Professor:

## John Anderson at Brandeis

by Steven Cohen



Six months after the 1980 election, Professor Lawrence Fuchs received a telephone call from a man who had been front page news until the election, but who now assumed no one would remember him.

"Dr. Fuchs," said the powerful voice that television had carried into millions of households during the election campaign. "You may not remember me. My name is John Anderson. I ran for President last year, and I'm doing a story on immigration for a Chicago television station."

"I stopped him," said Fuchs, chair of the American Studies Department at Brandeis and a nationally recognized expert on immigration policy. "I said, 'Mr. Anderson, I not only remember you, but I admire you.'"

Fuchs, who has served in Washington as director of the Select Commission on Immigration Policy, and many others on the Brandeis faculty belie the ivory tower image associated with universities. They bring practical experience as well as scholarship to the classroom, and they were joined last semester by John Anderson, who lectured on political parties and the legislative process.

Studying with Anderson "was a laboratory experience for students," said Seyom Brown, a politics professor, who before coming to Brandeis spent seven years at the Brookings Institution, the public policy think tank. "Sustained contact with someone like him provides students experience against which to measure the ideas about politics that they pick up from their more academic professors."

*Former third-party Presidential candidate John Anderson greeting voters at Quincy Market*

Susan Dembo, a junior from Baltimore, said Anderson's lectures "were personal stories of his days in Congress. He told us about his experience with the Tonkin Resolution," passed by Congress in August 1964 to authorize presidential action in Vietnam.

"With all we know now about Vietnam, it's hard for us to imagine why it was passed with so little dissension. But he explained how little the Johnson administration told Congress about what had happened. They were voting with very little knowledge. He made it clear that Congress had no idea what it was getting the United States into."



Professors such as Fuchs, Brown, and Robert Art, chair of the Politics Department, who has done consulting work for the Defense Department, had known Anderson long before he came to Brandeis, and they found the former congressman an oddity, for a veteran politician, in his modesty and his grasp of issues.

"It takes about six months for most people on Capitol Hill to develop an inflated ego," said Art. "They all think they walk on water. You've got to believe in yourself to succeed in politics. But to keep a sense of who you are is a rare quality in a politician of John's age."

The conservative Republican who seasoned into a liberal during two decades in Congress, and became a pariah to his own party, retained his sense of self throughout his long political career. He has brought to academe the same sense of purpose that motivated his run for the Presidency.

"His campaign in 1980 really was an attempt to address issues that weren't being addressed," said Art, who was called in at that time to brief Anderson on NATO. "He's discovered that teaching is the best way for him to continue doing that."

Anderson was a 38-year-old district attorney with a law degree from Harvard when he was elected to the House in 1960 from a Republican district in northwestern Illinois. He reaped the benefits of party loyalty throughout the 1960s but broke from his Republican colleagues on civil rights legislation, issues relating to the Vietnam War, and Watergate. Several unsuccessful rightwing challenges to his House leadership position followed, and the right also mounted a challenge in his district primary in 1978.

Aware that he no longer had a safe seat in the House, Anderson embarked on a campaign for the Republican nomination for President in 1980. He nearly won the primaries in Massachusetts and Vermont, but it was downhill from there, and he joined the ranks of Teddy Roosevelt, Eugene McCarthy, and other established politicians who ventured into the cold waters of a third-party national candidacy.

"He had a lot of support among scholars, and his maverick characteristic appealed to the student generation as well," said Brown. "It was post-Vietnam, and students didn't have a central issue. They were looking for a candidate who was not more of the same."

Brown had known Anderson while at Brookings and said he was one of the few members of Congress who could be approached directly for discussions on policy.

"With most others, you'd only get a repetition of their public statements, and you'd have to go to their staff people for a good dialogue on public policy. Anderson worked hard to keep himself informed about the issues, and he had the ability to deal with issues on the conceptual level, which few people in public office can do. He wasn't simply a mouthpiece, a good agent for people with ideas, but someone who had ideas himself."

As the campaign unfolded in 1980, the main contest was between Jimmy Carter and Ronald Reagan. Anderson, as an independent, provided fodder for media speculation about which major party candidate he would hurt the most. But there was a 10-point spread in the popular vote between Reagan and Carter, and Anderson's seven percent, had it gone elsewhere, couldn't have changed the course of history.

Now, five years later, Anderson is resigned to his failure to reach the minds of the "critical mass." Acceptance of failure came reluctantly; he told supporters only last winter that he was abandoning all plans for a national third party, and he would not seek public office again. "How do you really get a third party underway so that it becomes a credible force in the electoral process?" Anderson remarked in a recent interview. "That's the question."

There is a wistful air in his reflections, as he sits in his office preparing to leave at the end of the semester, books stacked high, papers packed in cartons. He speaks unpretentiously but with a strong measure of self-assurance, his appearance distinguished by the white hair and erect bearing that made him an easily recognizable figure on campus last winter.

Anderson says that "people generally remember who they voted for in Presidential elections, and I think the idea has stuck in the minds of many people that in 1980, when they had what they regarded as an unsatisfactory choice, it was useful to have another candidate.

"I suppose time changes all things, and it would be presumptuous of me to sit here and say that everybody who voted for me in 1980 would do it again, that they regarded it as a climactic experience in their lives.



"I also don't know that the campaign nourished a change in our political system to the degree I would have hoped. But I think if you regard political reform as a long-range process, you can say it had its beginning in 1980. The campaign might some day be looked back to as the beginning of structural reform in American politics."

The son of an immigrant Swedish grocer, Anderson has held onto the strict religious beliefs of the small Protestant denomination to which he belongs, and its fundamentalist theology, which was more evident in his political style than content. He preached of "missile madness" in the campaign. He brought a hint of the evangelical into the classroom, where he spoke of "corrupted" special interest groups and "bloody jurisdictional jealousies" in congressional committees.

Susan Dembo described Anderson's classroom personality as warm. "He was very funny, and the class was very relaxed because of it," she said. "He seemed concerned about each student, and he made himself available to spend a lot of time with individual people."

For his part, Anderson says he has found another challenge in helping to mold a new generation of leaders. "I have a real feeling of excitement about standing in front of a class and knowing that I have an opportunity, if I touch the right button, to stimulate a response that will lead students to pursue thoughts and activities that otherwise they might not have entertained. Perhaps even, if it's not too grandiloquent a way of putting it, to plant some fairly permanent seeds of interest in the governing process and in trying to improve and reform it. To exercise influence on a coming generation of leaders and opinion makers is very exciting to me."

Anderson agrees that his classroom serves as a laboratory. He wants to convey experience, he says. "I think the old attitude of 'don't trust anyone over 30' has long since spent itself. Young people are respectful of one's experience, if they feel it's a valid experience."

"In my case, because I was in Congress for 20 years, students seemed to listen quite closely to the efforts I made to give them real life examples of how things work."

Ms. Dembo said the approach succeeded. "He wanted to make sure we knew all the legislative processes, all the technical aspects," she said.

"But he stressed the sort of information that you don't get out of a textbook."

Anderson, 62, spent the semester commuting from his home in Washington, living several days each week at the Faculty Center on campus.

"I've eaten each morning in the student cafeteria, very often with students," he said. "I've had a chance, not simply from the podium, to observe life on campus, to talk to many students, to get a window on the minds of the young people at Brandeis."

The students, he said, "presented the kinds of opinions and conclusions that indicated an unusual degree of intellectual maturity. And I also would say they demonstrate a remarkable breadth of interest."

"Their concerns about Central America, apartheid in South Africa, issues in Washington, show a political consciousness, a sensitivity to current issues involving racial and social injustice. They are not narrowly focused but are taking note, in a very appropriate manner, of the broader world outside the campus gates."

Anderson said he thinks students generally are more serious today than they used to be. There is "an intensification of student attitudes and beliefs that college is a serious affair. Young people today are better aware of economic reality than were preceding generations of college students. Today, they are oriented to the importance of an academic record that will help them in the job market."

"I don't see any warping process in this change, as some have suggested. It is possible for young people to be industrious and, at the same time, hold a broader vision of the world."

Anderson also said that student involvement in the issues of today reflects a greater degree of altruism than in the past. The Vietnam era protests "were partly an expression of self-interest," he said. "Kids didn't want to be drafted. They didn't want to die in Vietnam. I don't blame them for those attitudes, but they still included a high content of self-interest."

"When kids demonstrate today about Central America or South Africa, or about cuts in the budget that affect economic groups to which they don't belong, they are showing a broader concern for society that is relatively selfless."

"In that, I find the present generation of young people reassuring." ■

## Brandeis Elected to AAU

Brandeis has been elected to membership in the Association of American Universities (AAU), a select association of institutions that has admitted only 56 members since its founding in 1900.

The organization, which last admitted new members in 1982, provides opportunities for member institutions to examine common issues of research policy and graduate education, as well as the means to communicate more effectively with the federal government.

"Virtually all of the member institutions of the AAU are far larger than Brandeis with major professional schools in such fields as medicine and engineering," said President Evelyn E. Handler. "Brandeis' election to AAU membership is an important step forward for the University and one that can be significant in the furtherance of our graduate education and research interests."

Criteria for admission, according to the AAU constitution, are "high quality graduate or professional programs in a substantial number of fields and general recognition that the university is outstanding by reason of the excellence of its graduate and professional programs."

Currently, AAU membership is equally divided between private and public institutions. The AAU membership roster includes such schools as Columbia, Duke, Harvard, Johns Hopkins, MIT, Princeton, Stanford, and Yale. Rice University and the Universities of Arizona and Florida joined Brandeis in being admitted this year.



## Farber New Board Chairman

Leonard L. Farber of Fort Lauderdale, FL, chairman of one of the nation's leading real estate development firms, and a prominent civic and communal leader, was elected to succeed Dr. Henry L. Foster as chairman of the Brandeis Board of Trustees. Among his many accomplishments, Farber was one of 10 prominent Americans, including New York Governor Mario Cuomo, to receive the 1985 Horatio Alger Awards, given by the New York-based Horatio Alger Association of Distinguished Americans to people who "exemplify the merits of America's free enterprise system."

Mr. Farber, a trustee since 1980, initiated the campaign for the University's two-year-old Leonard L. Farber Library with a major lead gift. Farber was born and raised in New York City and moved to Florida in 1970, where he now resides with his wife, Antje. His son, Robert, is a 1970 Brandeis graduate.

Other recent changes in the Board of Trustees are: Stephen R. Reiner '61 was re-elected secretary; Earle W. Kazis '55 was elected as a trustee; Allan M. Pepper '64 was elected as an alumni/ae term trustee (succeeding Dolores Solovy '55); Jeffrey H. Golland '61 was elected as a trustee during his term as president of the Alumni

Association (succeeding B. Paula Resnick '61); Karen W. Klein and Susan M. Okin were elected as faculty representatives to the board (succeeding Lawrence H. Fuchs and James E. Haber); and Wayne P. Weitz '87 was elected as a student representative to the board (succeeding Jeffrey Thomas '85).



## LeComte New Senior V.P. for Development and Alumni Relations

Paul H. LeComte, former vice president for development at Illinois Institute of Technology in Chicago, joined Brandeis University July 15 as senior vice president for development and alumni relations. In his new position he is responsible for planning and managing Brandeis' forthcoming major development program and overseeing the Alumni Relations Office.

He brings to Brandeis 20 years of extensive experience in development including top posts at Tufts, Simmons College, and Boston University. In 1978, he became senior director for development for the American Bar Association in Chicago. Two years later, he was named vice president for development at IIT, where he has been responsible for a \$100 million capital campaign effort that is now nearing a successful conclusion.

## Students Win Watson Fellowships

Two members of the Class of 1985 — David M. Greschler of Wilmington, DE and Gary A. Massey of Framingham, MA — have won coveted \$10,000 Thomas J. Watson Fellowships for a year of independent study abroad; Greschler for economics and Massey for history. Brandeis was one of only four universities in the nation to have more than one recipient of the 1985 Watson Fellowships.

## Computerization and Telephone System for the University

The computerization of the entire Brandeis campus and installation of a state-of-the-art telephone system will begin this summer under partnership arrangements being negotiated with Digital Equipment Corporation (DEC), Northern Telecom, Inc., and Information Associates. The plans were approved at the Board of Trustees meeting last May.

Plans call for the installation of hundreds of new computers and terminals on a network across the campus that will allow for shared data and resources and will permit the use of electronic mail.

The backbone of the system will be high-performance, super mini-computers manufactured by DEC, ranging from the MicroVax IIs to VAX 11/785s and an 8600, which will provide the computing power of large mainframes for academic, research, and administrative needs. All buildings on campus, including the dormitories, will ultimately be connected to the computer network, permitting access by faculty members, students, and staff.



DEC will provide the mainframe computers and the data network while Information Associates will provide the administrative software that will support the information and data requirements for campus academic and administrative offices; and Northern Telecom, Inc., will provide the new telephone system.

The telephone system is based on technology that uses computers and includes such features as automatic redial and call forwarding. More than 3,000 new touch-tone telephones will be installed.

The hub of the voice data and future video network will be the Feldberg Computer Center. The new telephone system will be operational within a year, and the computer systems and software will be installed in stages over the next two years.

## New Publications Director and Review Editor

Brenda Marder has been appointed editor of the *Brandeis Review* and publications director. She comes from Regis College where she served as director of public information. She was a former assistant editor of the *Hilton Magazine* in Athens, Greece, is currently book editor of an Athens-based magazine, and has written a book and numerous articles.

## Judaic Studies Grant

Brandeis has received a \$200,000 grant from the Joseph and Ceil Mazer Endowment Fund of the Jewish Communal Fund of New York to be used for the enhancement of teaching, research, fellowships, and library acquisitions in Judaic Studies.

## Fellows at Commencement

From far and wide, Brandeis Fellows traveled to campus to take part in Commencement Weekend, May 18-19.



*A ceremony in the Fellows Garden added names of new Fellows to the famous Fellows Rock. New Fellow Albert D. Misler from Washington, DC, is pictured with his wife, Helen (left), and Rena J. Blumberg, chair of the Fellows.*



*New Fellows Victor and Gwendolyn Beinfeld from Bal Harbour, Florida march in the processional at the Brandeis Commencement.*



*New England Regional Vice Chair of the Fellows James R. Winoker of Providence, RI and his wife Marilyn share a light moment with Rena J. Blumberg (center).*

## Shapiros Endow Sephardic and Eastern European Jewish Studies

An endowment for Sephardic and Eastern European Jewish Studies has been established by Boston business executive and Brandeis Trustee Robert Shapiro '52 and his wife Valya (nee Kazes) '61, with a gift that represents one of the largest single alumni/ae commitments in Brandeis' history.

The Robert and Valya Shapiro Endowment for Sephardic and Eastern European Jewish Studies will provide support to the Near Eastern and Judaic Studies Department for the development of new programs and the addition of personnel in the fields of Eastern European and Sephardic history and culture.

The Shapiro gift affords the University the opportunity to develop programs that foster both research and teaching in these two fields. Shapiro, who has served on the Board of Trustees since 1979, is a member of Brandeis' first graduating class. He has been involved with the University over the years as a President's Councilor and Fellow, and he was national chairman of the Alumni Fund for three years.

His wife, Valya Kazes Shapiro, is a native of Turkey who came to Brandeis in 1959 under the Wien International Scholarship Program. Mrs. Shapiro, whose heritage is Sephardic, and Mr. Shapiro, whose heritage is East European, met at Brandeis.



*Brandeis President Evelyn E. Handler receives a record \$2 million check from the President of the National Women's Committee, Barbara Erlich, of White Plains, NY, at the Committee's annual June conference. This year the NWC passed the \$25 million mark in its 37-year-long fundraising drive in support of the University's libraries.*

## Alumni/ae Break Record

Nearly \$1 million in contributions by alumni/ae have been made to the Alumni Fund this year, setting a new university record for total alumni/ae giving.

The announcement was made by Allan M. Pepper '64, who has just completed his tenure as national chairman of the fund.

Contributions from more than 4,500 alumni/ae totaled just under \$885,000, with approximately 31 percent of those solicited participating in the drive, Pepper said.

"Many of the gifts represent a substantial increase over last year's," said Kenneth Langer, vice president for alumni relations. "For the first time in the history of Brandeis, it is now possible to speak realistically of future contributions to the Alumni Fund surpassing the \$1 million mark."

Richard Saivetz '69 succeeds Allan Pepper as national chairman for the fund.



For the eighth time in the past ten years, the baseball team was selected to participate in the NCAA Division III Northeast Regional Tournament, where they placed third out of four teams. The Judges finished the 1985 season with a record of 28-10 (most wins in a season), a 6-2 second place finish in the Greater Boston League, and the number one ranking in New England Division III.

First baseman Ron Russell '85 (Bellingham, MA) capped off an outstanding career for the Judges and was selected by the Texas Rangers in the professional baseball draft. During this past season, Russell hit .351 with eight home runs, 13 doubles, and 42 runs batted in. He is the holder of six seasonal and four career records at Brandeis.

Ross Nadeau '87 (Newburyport, MA) was the top pitcher for the Judges again this season. The overpowering southpaw had a record of 10-2 (most wins in a season), and pitched a five-hitter, leading Brandeis to a 3-0 win against North Adams State College at the NCAA regional tournament.

Bob Boutin '87 (Fall River, MA) led the team in hitting with a .361 average and was named first-team All-Northeast District, first-team All-New England and a Greater Boston League All-Star. The sophomore second baseman also participated in the New England Coaches All-Star Game at Fenway Park where he doubled to right field in one of his plate appearances.

The women's softball team fell a few games shy of the .500 mark to round out their season with a mark of 7-11. Junior left fielder Petra Farias (Fall River, MA) led the Judges with a .409 batting average. On the mound, junior right-handed pitcher Julie Stern (New Rochelle, NY) had a record of 6-9 with an earned run average of 3.24. Combined with last season's totals, Stern has a two-year pitching mark of 17-11.

The sailing team had a choppy season on the Charles River under the direction of first-year head coach Tom Robinson. Competing against some of the finest sailing schools in the country, including Tufts, Harvard, Boston University, Dartmouth,

and Brown, the Brandeis sailors had strong showings at the Freshman Invite, where they placed 6th out of 11 teams, and at the New England Dinghy Tournament, where they took second place.

The women's track and field team completed the 1985 season with a 2-3 record with wins against Tufts and the University of Lowell, in addition to a top twenty finish at the ECAC Division III Championship.

Christine Brace '87 (Red Bank, NJ), who placed third in the heptathlon at the ECAC Championship, was the top point-getter for the Judges this spring. The heptathlon combines the skills of agility, quickness, and strength, and is made up of seven separate events including shot put, discus, javelin, 100-meter hurdles, 200-meter run, 800-meter run, and the long jump.



Bobby Bernstein '85





Tennis player Bobby Bernstein '85 (Newton, MA) concluded his career at Brandeis as the winningest singles player in the history of the school. During his four years of competition, Bernstein accumulated a record of 61-12, was selected to participate at the NCAA Division III National Championships for three years in a row, and was the New England number one singles champion as a junior and senior. He also teamed with Marshall Fisher '85 (Miami, FL) to win the New England number one doubles championship this past spring. Bernstein was honored by the University as the 1985 recipient of the Morris Sepinuck Sportsmanship Award.

Overall, the men's tennis team had a record of 12-4, their tenth winning season in the past eleven years, and placed third at the New England College Division Championships.

The name Mark Beeman '85 has become synonymous with the men's track and field team during his four years at Brandeis. This spring he won his fourth and fifth New England Division III individual championships (800- and 1500-meter runs) en route to leading the Judges to a second place finish at the Division III championship.

Steve Burbridge '85 (Groveland, MA) also was a New England Division III champion this spring, placing first in the 3000-meter steeplechase with a time of 8:54.9, which established a new Brandeis record and qualified him to compete at the NCAA Division III National Championship.

Amy Jenssen '88 was a top runner for the women's track team this year.



Mark Beeman '85 will be remembered as one of the finest athletes ever to attend Brandeis. Winner of six all-America certificates, two NCAA Division III championships for cross-country and the indoor 1500 meters, and a prestigious NCAA Post-Graduate Scholarship, among numerous other honors, Beeman excelled in the classroom as well as on the track. The magna cum laude graduate with a B.A. in psychology will enter the Ph.D. program in psychology at the University of Oregon in September.



## *Computers and Qualitative Data*

**Peter Conrad**, assistant professor of sociology, and **Shulamit Reinharz**, assistant professor of sociology

Human Sciences Press

This collection of articles is devoted to explaining what is currently known about the new relationship between personal computers and qualitative data. The results of preliminary efforts throughout the country are reported here for readers to contemplate.

## *American Romanticism and the Marketplace*

**Michael T. Gilmore**, professor of English

The University of Chicago Press

This book challenges the traditional definition of American romantic literature as the repudiation of society and history in favor of an alternative realm of the imagination. Gilmore shows how thoroughly even the most "transcendental" writers were enmeshed in the social and economic changes of their times. Shedding fresh light on much-read classics like *Nature*, *Walden*, *The Scarlet Letter*, and *Moby Dick*, Gilmore argues that the American romantics shared their culture's ambivalent reaction to the transformation of the antebellum economy and were themselves deeply implicated in the ethos of the market. Proceeding from the socioeconomic context of literary production to the texts themselves, Gilmore demonstrates how a concern with the marketplace exerted a shaping influence on the structure and themes of American romanticism.



## *The Skeptic Disposition in Contemporary Criticism*

**Eugene Goodheart**, Edytha Macy Gross Professor of Humanities

Princeton University Press

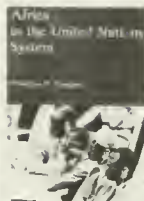
Professor Goodheart's compact and penetrating analysis examines the skeptic disposition that has informed advanced literary discourse over the past generation. He exposes the antitheological motive of such skepticism, arguing that the targets of deconstructive suspicion are tropes of both theology and epistemology. At stake is not only our interpretive knowledge of texts (the usual subject of debate), but our values and our freedom.

## *A Generative Theory of Tonal Music*

Coauthored by **Ray Jackendoff**, professor of linguistics

The MIT Press

This original theory of tonal music, by Professor Jackendoff and composer Fred Lerdahl, is based on the methodologies and outlook of Chomskian linguistics, presenting a generative grammar of music that relates the aural surface of a piece to the musical structure unconsciously inferred by the experienced listener. From the viewpoint of traditional music theory, it offers many innovations, not only in notation, but also in the substance of rhythmic and reductional theory. The theory is illustrated by numerous musical examples from the Western classical tradition.



## *Africa in the United Nations System*

**Wellington W. Nyangoni**, associate professor of African and Afro-American Studies

Fairleigh Dickinson University Press

Through the United Nations, African countries have joined other member states in reducing international tensions and conflicts among states, preserving and maintaining international peace and security, settling disputes among states peacefully, fostering fraternal relations among nations, and encouraging economic cooperation between the developing and developed countries through the framework of the New International Economic Order and the United Nations Conference on Trade and Development. As members of the United Nations, African states are now involved with international issues that affect all peoples of the world. Professor Nyangoni examines the role of the African states in the United Nations, how each nation affects every other African nation, and how they affect the world as a whole.

## *Chaim Weizmann: The Making of a Zionist Leader*

**Jehuda Reinharz**, Richard Koret Professor of Modern Jewish History

Oxford University Press

In the first volume of a planned two-volume biography of Chaim Weizmann, Professor Reinharz explores the early life of this Zionist leader, who would become first President of Israel in 1948, and a major figure in modern Jewish history. Tracing its subject's development up to the beginning of World War I in 1914, the book describes Weizmann's youthful emergence from *shtetl* life in Russia, through his growing involvement in



the Zionist movement, and his career as a research chemist. The biography draws heavily on Weizmann's personal writings, including an enormous number of letters he wrote to his fiancée — and later, his wife — Vera Khatzman. It explores Weizmann's initial moves into Zionist politics, his resistance to domination of the movement by Theodore Herzl, and his first triumph at the 11th Zionist Congress in 1913 — at which he advocated the founding of a Hebrew university.

## *A Critical American: The Politics of Dwight Macdonald*

**Stephen J. Whitfield**, associate professor of American Studies

Shoestring Press

Dwight Macdonald was one of the most important modern American intellectuals, having written for *Fortune*, *The New Yorker*, and *Esquire*, and having edited the *Partisan Review* in its heyday of radicalism and modernism. This book shows how the dominant ethos of the 1960s and early 1970s was influenced by Macdonald's thoughts and words, which vibrate with wit, acuity, and passion. Professor Whitfield has drawn extensively on the Macdonald papers now housed in the Yale University Library.



## Laurence Abbott

associate professor of physics, gave a series of lectures at a conference on General Relativity held in Bariloche, Argentina.

## Teresa M. Amabile

associate professor of psychology, had her paper, "Motivation and Creativity: Effects of Motivational Orientation on Creative Writers," published in *Journal of Personality and Social Psychology*. She addressed the Conference on Corporate Growth at the University of Michigan, and was the keynote speaker at the International Business Student Organization at Brown University. She also spoke at the Creativity, Innovation, and Entrepreneurship Symposium in Washington, D.C.

## Joyce Antler

assistant professor of American Studies, addressed the Massachusetts Association for Women Deans, Administrators and Counselors on the topic, "Women in the Professions: The Dilemma of Gender vs. Professional Identity." She was also moderator at a program on "Women and Human Rights: Perspectives and Recommendations," sponsored by the Bunting Institute, Radcliffe College, and Amnesty International.

## Kathleen Barry

assistant professor of sociology, was the recipient of a 1984 Wonder Woman award. She gave a paper on the "Social Etiology of the Crimes Against Women" to the Third International Symposium on Victimology in Lisbon, Portugal, and she lectured on female sexual slavery at the University of Connecticut. Her report on the International Feminist Network Meeting, Rotterdam, 1983, has just been published and released in a French edition.

## Jay Y. Brodbar-Nemzer

assistant professor of Contemporary Jewish Studies, presented "Motherhood and the Transmission of Jewish Identity" at a round table colloquium at the Eastern Sociological Society meeting in Philadelphia.

## Peter Conrad

assistant professor of sociology, was appointed to a three-year-term as associate editor of the *Journal of Health and Social Behavior*. He is also serving as chair of the 1985 Charles Horton Cooley Award Committee for the Study of Symbolic Interaction. He recently delivered a paper, "The Myth of Cut-throats Among Premedical Students," at the meetings of the Eastern Sociological Society.

## George L. Cowgill

professor of anthropology, was elected to the Committee for Section H (Anthropology) of the American Association for the Advancement of Science for the 1985-89 term. During the fall of 1984, he was on sabbatical leave in Mexico to continue analyses of archaeological data from work supported by the National Science Foundation at the prehistoric city of Teotihuacan.

## Stanley Deser

Enid and Nathan S. Ancell Professor of Physics, delivered a series of lectures at the College of France in Paris. In the fall semester, while at the National Institute for Theoretical Physics at Santa Barbara, he gave seminars at the Universities of California at Berkeley, Los Angeles, Santa Barbara, and San Diego. In the spring semester he gave lectures at Michigan State University and at the University of Washington at Seattle.

## Robert Evans, Jr.

Atran Professor of Labor Economics, had his article, "Japan's Incomes Policy," published in *Challenge*.

## Gerald D. Fasman

Louis and Bessie Rosenfeld Professor of Biochemistry, delivered a Plenary Lecture at an International Symposium on Biomolecular Structure and Interactions, in Bangalore, India, on "A Critique of the Utility of the Prediction of Protein Secondary Structure."

## Judith Ferster

assistant professor of English, delivered a paper, "Writing on the Ground: Hermeneutics in Play XII of the Chester Cycle," at the International Congress on Medieval Studies.

## Paul Gordon Georges

Charles Bloom Professor of Arts of Design, had his works exhibited in one-man shows at the Manhattan Art Museum and at the Mead Art Museum, Amherst College. He lectured on "New Narrative Painting" at the State University of New York, Cortland; and on "Mugging of the Muse" at the Alliance for Figurative Artists. In addition, he participated in group shows at Guild Hall in Easthampton, NY; and at Schoelkopf Gallery in New York City.

## Eugene Goodheart

Edytha Macy Gross Professor of Humanities, delivered a paper on the history of the modern self at the East-West Center in Hawaii.

## Jane B. Grimshaw

assistant professor of linguistics, lectured on "Models of Generalization" at a Linguistics Department Colloquium at the University of Ottawa. She presented a lecture on "Subdeletion" at the Harvard Linguistics Circle, and she gave an invited address to the New England Child Language Association entitled "Generalization in the Acquisition of Syntax." Her article, "Complex Verb Formation in Eskimo," coauthored with Ralf-Armin Mester, was published in *Natural Language and Linguistic Theory*.

## Geoffrey Galt Harpham

Mellon Assistant Professor of English and American Literature, delivered a paper on "Conversation and the Language of Autobiography" at Louisiana State University. He spoke on "Desire in *Dubliners*" at the University of Louisville, and on "The Fertile Word: Augustine and Interpretation" at Brandeis. His article, "E. L. Doctorow and the Technology of Narrative," in *Publications of the Modern Language Association*. His article, "Language and Longing," was published in *Raritan*, and another article, "Joseph Conrad and the Art of Preface," was published in *Canadian Review of Comparative Literature*.

## Michael Harris

associate professor of mathematics, spent the spring semester on leave with a Sloan Fellowship at the Ecole Normale Supérieure, Montrouge.

**James B. Hendrickson** professor of chemistry, gave 15 lectures on the application of computers to organic synthesis design at universities and industrial and government research laboratories in eight Indian cities. His tour was jointly sponsored by the National Science Foundation (USA) and the Council of Scientific and Industrial Research (India).

**Thomas C. Hollocher, Jr.** professor of biochemistry, toured China as a visiting lecturer by invitation of the Ministry of Agriculture. He lectured in Beijing, Shanghai, Zhanjiang, and Guongzhou on inorganic nitrogen metabolism of denitrifying and nitrifying bacteria. His wife, Pamela, lectured on public health nursing in the United States.

**Alfred L. Ivry** Walter Stern Hilborn Professor of Near Eastern and Judaic Studies, was elected to the Executive Committee of the Society for Medieval and Renaissance Philosophy. His article, "Destiny Revisited: Avicenna's Concept of Determinism," was published in *Islamic Theology and Philosophy*, and another article, "Providence, Divine Omniscience and Possibility: The Case of Maimonides," was published in *Divine Omniscience and Omnipotence in Medieval Philosophy*.

**Ray S. Jackendoff** professor of linguistics, presented a paper, "On Beyond Zebra: The Correspondence of Linguistic and Visual Information," to the Cornell Linguistics Circle, the Massachusetts Institute of Technology Artificial Intelligence Lab, the

University of Connecticut Linguistics Colloquium, and the Northeastern Psychology Colloquium. He presented "Consciousness and the Computational Mind" at the Tufts Philosophy Colloquium, and delivered the keynote address, "Information Structures in Language and Other Mental Faculties," to the Conference on Language and Communication at Syracuse University.

**Anne F. Janowitz** assistant professor of English and American literature and Dana Faculty Fellow, received a fellowship from the American Council of Learned Societies for the spring term, 1985-1986, to finish research on the study of Romantic and Modernist Fragment Poems.

**William R. Jencks** Gyula and Katia Tauber Professor of Biochemistry and Molecular Pharmacodynamics, was CUNY Visiting Professor in Advanced Enzymology at The City College of The City University of New York. He was also the A. R. Gordon Distinguished Lecturer at the Department of Chemistry, University of Toronto, presenting three lectures.

**Patricia A. Johnston** associate professor of Classical and Oriental Studies, addressed the Massachusetts Junior Classical League at Tufts University, and the National Junior Classical League at the University of New Hampshire on Roman comedy. She also gave an invited lecture at Smith College entitled "Romantic Repasts and Philosophic Ruminations in Roman Comedy and Satire."

**Edward H. Kaplan** associate professor of French, was appointed to the National Advisory Committee of the Sweet Briar Junior Year in France Program. In addition, he was awarded a Fellowship for Independent Study by the National Endowment for the Humanities for his sabbatical year 1985-86 to support his work on a book on Charles Baudelaire's prose poems.

**Kevin S. Larsen** assistant professor of Spanish, presented papers on Gabriel Miró at the Northeast Regional Meeting of the American Association of Teachers of Spanish and Portuguese at Yale University, and at the Tenth Hispanic Literatures Conference at Indiana University of Pennsylvania.

**Arthur Lewbel** assistant professor of economics and Dana Faculty Fellow, published "A Unified Approach to Incorporating Demographic or Other Effects into Demand Systems" in *The Review of Economic Studies*.

**Denah H. Lida** professor of Spanish, published "Galdós y el teatro: teoría y práctica" in *Homenaje a Ana María Barrenechea* and "Secularización de instituciones y valores religiosos en *Misericordia*" in *Studies in Honor of Sumner Greenfield*.

**Blanche Linden-Ward** lecturer with the rank of assistant professor of American Studies, was elected to a two-year term on the council of the New England American Studies Association. She gave a paper on "Historic Designed Landscapes" at the fall meeting of that organization on "Technology, Ecology, and American Culture" at Brown University. Linden-Ward was curator of the exhibition, "Nature by Design: The Art and Landscape of Cincinnati's Spring Grove," at the Taft Museum in Cincinnati.

**The Lydian String Quartet** artists-in-residence, performed at the Library of Congress in Washington, DC. As a result of winning the Walter Naumburg Award, they performed at Lincoln Center and premiered a work written for them by composer Lee Hyla.

**Danielle Marx-Scouras** assistant professor of Romance and Comparative Literature, presented a paper on poetic deviation and space in contemporary Maghrebian Francophone fiction at the Annual African Literature Association Conference at Northwestern University.

**Teresa Méndez-Faith** assistant professor of Spanish, was appointed to the *Discurso Literario* 1985 Prize Award Committee. Her interview with Mexican dramatist Carlos Solórzano was published in *Latin American Theater Review*, and an article on the works of Roa Bastos appeared recently in *Chasqui: Revista de Literatura Latinoamericana*.



**Alfred Nisonoff**

professor of biology, had the second edition of his textbook, *Introduction to Molecular Immunology*, published in Sinauer Associates. He also began a three-year term as chairman of the Allergy and Immunology Study Section (Grant Reviews), National Institutes of Health.

**Wellington W. Nyangoni**

associate professor of African and Afro-American Studies, presented three lectures: at Columbia University, on "United States Strategic Interests in South Africa and the Southern Ocean"; at Princeton University, on "The Indian Ocean in Global Politics"; and at Smith College, on "Political Conflict in Southern Africa."

**Takashi Odagaki**

assistant professor of physics, received a grant from the Research Corporation and published four articles. He also had a paper published in *Random Walks and their Applications in the Physical and Biological Sciences*.

**Susan Moller Okin**

associate professor of politics, addressed the question of values and commitment in the teaching of the humanities, at the University of Victoria, British Columbia. She was also the Smith College Government Department's visiting lecturer for the academic year.

**Dominique Rabaté**

lecturer in French, had her article, "L'impossible mémoire de Louis-René Des Forêts," published in *Poétique* (Seuil, Paris). Her article, "D'une autobiographie abstraite," was published in *French Literature Series*, and another article, "Parole d'excès, poésie du silence," was published in the new French review, *Plaine Marge*.

**Benjamin C. I. Ravid**

Jennie and Mayer Weisman Associate Professor of Jewish History, participated in a panel on Jewish trade in the Early Modern Period at the Second International Congress for the Study of Sephardi and Oriental Jewry held at Misgav Yerushalayim, the Institute for Research on the Sephardi and Oriental Heritage, in Jerusalem.

**Jehuda Reinharz**

Richard Koret Professor of Modern Jewish History and Director, The Tauber Institute for the Study of European Jewry, gave a plenary address at the annual meeting of the Association for Jewish Studies, entitled "Science in the Service of Politics: The Case of Chaim Weizmann."

**Myron Rosenblum**

professor of chemistry, gave invited talks on the subject of "Organoiron Complexes as New Reagents for Stereo- and Enantioselective Carbon-Carbon Bond Formation" to several American companies and universities, including Monsanto Chemical Company, the American Chemical Society, and Rensselaer Polytechnic Institute. He was also awarded a Meyerhoff visiting professorship at the Weizmann Institute of Science.

**Susan Scheinberg**

assistant professor of Classical and Oriental Studies, received a fellowship from the American Council of Learned Societies for 1985-86 to work on Greek and Roman Comedy.

**Marshall Sklare**

Klutznick Family Professor of Contemporary Jewish Studies and Director, Center for Modern Jewish Studies, had his book, *Conservative Judaism: An American Religious Movement*, reprinted by University Press of America.

**Maurice R. Stein**

Jacob S. Potofsky Professor of Sociology, participated in a panel celebrating the opening of a permanent exhibit on the Life and Work of Paul Radin.

**Serge N. Timasheff**

professor of biochemistry, gave this year's Kelly lectures at the Purdue University Department of Chemistry. The lecture series was entitled "Protein-Ligand Interactions and Protein Self-Associations."

**Jeffrey Williams**

assistant professor of economics, received an Alfred P. Sloan Research Fellowship. He is one of eight economists to receive the award, which is given to scholars under age 32.

**Kurt H. Wolff**

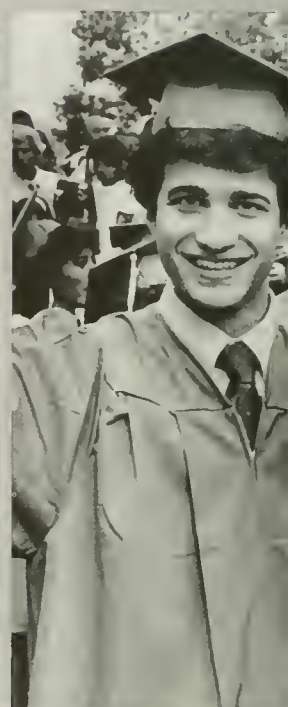
professor emeritus of social relations, had a paper on Critical Theory published in *Praxis International*. His paper on hermeneutics was published in *Philosophy and Social Criticism*, and his work on phenomenology in *Human Studies*. He also presented papers at the University of Georgia, and at the meeting of the Society for Phenomenology and the Human Sciences in Atlanta.

**Jonathan S. Wocher**

assistant professor of Jewish Communal Service, completed a report, "The Conference of Jewish Communal Service: A Professional Profile," for the Conference, based on its membership survey. In addition, his article, "Sacred Survival: American Jewry's Civil Religion," was published in *Judaism*.

**Harry Zohn**

professor of German, had an article on Karl Kraus published in *Cross Currents* 3. He had articles on Elias Canetti and German fiction before World War I published in *Critical Survey of Long Fiction*, and an article, "A Sentimental Journey to Jewish Vienna," published in *Jewish Advocate*.



*Fiona Hodgson*

*Kenneth Langer*

## Who's New in Alumni Relations

Kenneth Langer, who took his Ph.D. in Sanskrit at Harvard in 1978, has been named vice president for alumni relations. A scholar and administrator, Langer comes to Brandeis from Harvard, where he was responsible for the design and implementation of all alumni affairs and development activities among the 33,000 alumni of Harvard's Graduate School for Arts and Sciences.

Fiona Hodgson has been appointed director of alumni relations. A graduate of the London School of Economics and Political Science, she received a master's degree in education from Boston University. Before assuming her new position, she was external relations coordinator at the Hiatt Career Development Center.

Jeffrey H. Golland '61 has succeeded B. Paula Resnick '61 as president of the Alumni Association. A practicing psychoanalyst and an associate professor of education at the City University of New York's Baruch College, Golland received his doctorate in clinical psychology from New York University. He is a trustee of both the New York Freudian Society and Congregation B'nai Israel in Greenwich Village. Since graduating from Brandeis, Golland has served the University as a fundraiser, recruiter, career counselor, reunion chair, and President's Councilor.



*Jeffrey H. Golland '61*



## Reunion and Commencement — Rain or Shine



### Friday, May 17 Afternoon

Just as the sunlight burst through the clouds and warmed the azaleas and rhododendrons into full bloom, a stream of cars and cabs cruised past the Spingold Theater up to the Sachar International Center; the alumni/ae were returning for the University's 34th Commencement-Reunion Weekend. Members of the reunion classes — 1955, 1960, 1965, 1970, 1975, and 1980 — had come to celebrate with those about to graduate, and to visit with old friends in familiar, if somewhat changed, surroundings.

### Evening: 1960, Twenty-five Years

At her home in Newton, President Evelyn E. Handler hosted cocktails and dinner to launch the 25th reunion, giving alumni/ae from 1960 an opportunity to socialize, chat with her, and exchange ideas with Dr. Kenneth Langer about ways of involving alumni/ae more actively in the life of the University. After dinner, the group returned to campus where Dr. and Mrs. Abram L. Sachar greeted them at a reception featuring artwork by members of the class.

1985 graduates (left to right) Joseph Aczel, Daniel Adler, and Debra Radlauer



Civil rights leader and honorary degree recipient Bayard Rustin (left) with President Evelyn E. Handler

### Saturday, May 18 Morning Friends of Brandeis Athletics: Breakfast

Among those featured at the Friends of Brandeis Athletics breakfast were members of the 1975 men's basketball team — Wesley Cotter, Chuck Coveney, Michael Fahey, Brian McAllister, and Fred Kessler, all '75 — who had returned to celebrate their 10th reunion. They were joined by Assistant Coach Hubie LeBlanc '58, Head Coach Bob Brannum, and about 170 others, including keynote speaker Tom "Satch" Sanders, a star forward with the Boston Celtics during the 1960s and former head coach of the Harvard University basketball team. The Friends presented Sanders, now associate director of the Center for the Study of Sport in Society at Northeastern University, with a framed copy of the box score for a game in which Brandeis' Division III Judges had upset his Division I Harvard team.

Stuart Paris, a scholar-athlete who is now president of Paris International, a Great Neck, NY insurance company, received the Friends' annual Distinguished Achievement Award. Others who received awards included Associate Professor of Fine Arts Gerry Bernstein, who received the Distinguished Contribution Award. Special Recognition Awards were presented to Bernstein's son, Bobby Bernstein '85, the reigning New England singles tennis champion; Jim Leahy '85, star soccer goalie; Kristin Petersen '85, former sports editor of the *Justice* and all-around contributor to the athletics department; Kim Hapgood '85, sailing team captain; Maria Ellis '85, soccer player; and Sports Information Director Tim Lawlor. Another Special Recognition Award went to track star Mark Beeman '85, whom Coach Norm Levine cited for both his athletic and his academic achievements.

## Intentions Fail?"

### "Thirty-three Years of Alumni/ae: The Challenge Before Us."

Providing a change of pace just before midpoint in the weekend's festivities were two symposia. The first, on social policy, moderated by Robert I. Lerman '65, senior research associate and lecturer at the Heller School, also included Martin Fein, Heller '59 and professor of social policy at MIT, and Sholom Comay '60, senior vice president and general counsel of Action Industries and national chair of the American Jewish Committee's National Affairs Commission.

Vice President Kenneth Langer, in the second symposium, emphasized that, "Alumni, by virtue of my newly created position, now are represented in the President's cabinet, which will assure that their voice is heard at the highest level of the University." Also exploring how alumni/ae can help the University were the other discussants, Evelyn Simha '52, executive director of the Alumni Admissions Council, and Alumni Association officers Charles Eisenberg '70, Jonathan Margolis '67, Charles A. Napoli '58, and Richard Saivet' '69.

## Afternoon Family Barbecue

As hundreds of alumni/ae and their families descended on Sherman cafeteria for Saturday afternoon's barbecue, the skies opened with a surprise rainstorm, drenching everyone. The cafeteria's staff adroitly shifted the barbecue inside and gracefully accommodated the slightly damp though enthusiastic, larger-than-expected crowd.

## Evening The President's Reception and Dinner

Amid the sleek, black-tie-clad guests who flowed through the President's reception for honorary degree recipients, trustees, fellows, and members of the Class of 1955 were the stars of the evening: Harvard University's George F. Baker Professor of Economics, Emeritus,

(left to right) Ashley Boone '60, Marc Jacobs '60, and Chairman of the Board of Trustees Dr. Henry L. Foster



(left to right) Charles Napoli '58, Charles Eisenberg '70, and Jonathan Margolis '67 at Saturday morning's alumni symposium



(left to right) Phil Kaplan, Ruth Abrams Kaplan '60, Dave Landay '60, Milt Wallack '60, Joan Silverman Wallack '60, Menachim Levanoni, and Nancy Genel Levanoni '60 at President Evelyn Handler's dinner for the 25th reunion class



President's reception

Abram Bergson; Brandeis Trustee Maurice Cohen; outgoing chairman of the University's Board of Trustees, Dr. Henry L. Foster; commencement speaker and James B. Duke Professor of History at Duke University, John Hope Franklin; former Vanderbilt University Chancellor Alexander Heard; sculptor Louise Nevelson; cofounder of the Wiltwyck School and retired Justice of the New York State Family Court, Justine Wise Polier; civil rights leader and President of the A. Philip Randolph Institute, Bayard Rustin; University Fellow Maurice H. Saval, a leader in the Jewish day school movement; and reformer of science education and Institute Professor, Emeritus, at MIT, Jerrold Zacharias. President Handler expressed her delight at the number of people returning for the weekend saying that "these things get better every year."



Members of the Class of 1980 at Quincy Market Saturday night: (left to right, front row) Kathy Herbert '80, Debbie Glassman, Steve Glassman '80, Cheryl Rosen '81; (left to right, back row) Allison Bermac '80, Evan Berson '80, Mindy Berson, Dan Berger '80, Scott Corwin '80, and Richard Rosen '80

At dinner several of the honorands spoke briefly. Heard about his particular pleasure at participating in this event, Rustin about the efficacy of sanctions on South Africa, and Zacharias about the threat of nuclear confrontation. Nevelson provided a series of personal reminiscences, and Dr. Foster reviewed his association with the University after offering greetings from the Board of Trustees.



1975's men's basketball team and friends – (left to right) Andy Iick '74, Bill Brouillard '74, Mike Fahey '75, Wes Cotter '75, Brian McAllister '75, Chuck Coveney '75, Assistant Coach Hubie LeBlanc '58, Fred Kessler '75, and Coach Bob Brannum



Alexander Heard (left), former chancellor of Vanderbilt University and honorary degree recipient, with President Evelyn E. Handler



(left to right) Dr. Herbert Bressman '55, Judy Kazis, Trustee Earle Kazis '55, and Sherrill Bressman at Saturday night's on-campus reception and dinner

### Reunion Dinner: 1955

The Class of '55 has always been close, according to Bob Weintraub '55. Thinking of themselves as "the last of the pioneers," having been freshmen when the University's first class had graduated, 30 percent returned for this reunion, with some coming from as far away as Florida, Texas, and California.

When the Class of '55 reminisced, they recalled a fledgling university with only one classroom building, Ford Hall. They remembered lectures at the Castle Commons and lingered to discuss the influence of guest speakers on their lives. Turning to the present, they noted the appointment of classmate Earl Kazis to the Board of Trustees and talked about their class gift, which will support a memorial to retired campus photographer Ralph Norman.

### Evening: 1960, 1965, 1970, 1975, 1980

Below the dome at Quincy Market gathered all reunion classes, swinging to the music of Bo Winiker. Only the 30th class had chosen to hold a separate gala on campus. In the Alexander Paris Room adjoining the Great Hall, the Class of 1960 was entertained by Mindy Samstein, regaling his classmates with recollections of life at Brandeis.

After dinner, the 25th reunion class went to the Newton home of classmate Nancy Edman Feldman, then returned to campus to catch a few hours of sleep before Sunday's Commencement Brunch. Classmate Ashley Boone spoke at brunch about people at Brandeis who shaped his later life and particularly about his mentor, the late Robert Benjamin, former head of United Artists and then chairman of Brandeis' Board of Trustees.

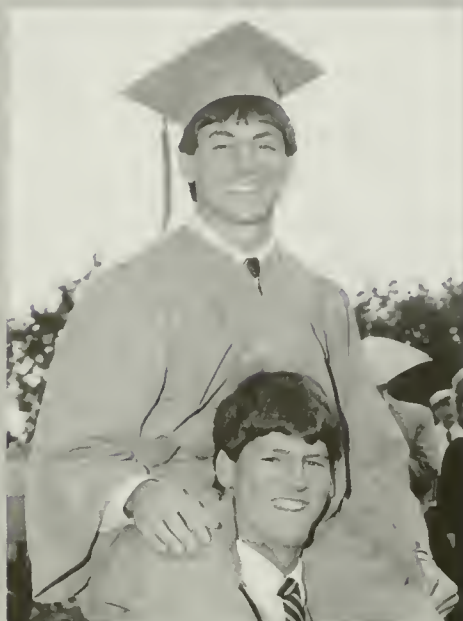
### Sunday, May 19 Morning

At the Commencement Brunch in Levin Ballroom, Fellow Milt Wallack '60 presented the Class of 1960's 25th reunion gift, which he called "the realization of a dream of raising \$100,000 for the University."

President Handler commended the class for their "exemplary stewardship" in setting and meeting such a high goal, adding that they should take pride in their contribution, as well as in their continuing commitment to Brandeis. "What has made this University possible have been the contributions of self that so many thousands have made. It would not have been possible without the many individuals who have said 'yes' to the dream we share, making that dream a reality. Each of you has made possible books, mortar, and programs."



*Thompson F. Williams (right), director of the Transitional Year Program, congratulates former TYP student Cerise Cameron '85*



*1985 graduates Ethan Steinberg (top) and Bob Patten*

## Commencement

Their royal blue caps and gowns contrasting sharply with the uncertain skies, the University's Class of '85 joined the master's and doctoral degree recipients, alumni/ae, faculty, administrators, and honorary degree recipients in the courtyard of Bernstein-Marcus. From there, they marched down the path into the umbrella-dotted Ullman Amphitheater where Chaplain Maurice Loiselle opened the ceremonies with a prayer that included a light-hearted aside that the graduates "be saved from the curse of becoming Yuppies." Each speaker who followed Loiselle echoed his reference to social concerns; Senior Class speaker Ted Reinstein emphasized the centrality of human needs in domestic and foreign policy-making, and President Handler, before conferring the class's degrees, urged the graduates to become actively involved in social issues. The graduates greeted their new status by flinging their mortarboards into the air, then B. Paula Resnick '61, president of the Alumni Association, welcomed them into the ever-growing corps of Brandeis alumni/ae.

Commencement speaker John Hope Franklin, the noted historian who helped write the NAACP's brief for *Brown v. Board of Education*, the case in which the Supreme Court struck down the "separate, but equal" doctrine, said, "It is because of [this] sensitivity on the part of Brandeis University to the problems that beset mankind that I wish to speak to the graduates and their friends and admirers assembled here about one of the very major tragedies of our time." Franklin proceeded to analyze the devastating effects of apartheid and to elaborate on the choices the graduates would face in the future. He concluded, "South Africa is merely a test of your capacity to plumb the depth of your own understanding of the human condition . . . I am confident that at this great university you have acquired the skills and the intellectual qualities to assist you in reaching a decision with which you can live. I am also certain that in numerous other areas touching on the human condition, you will be able to function as the competent, sensitive human beings that you are."



'55

**Gloria Goldreich Horowitz's** new novel, *Leah's Children*, was published recently. A feature selection of the Literary Guild and the Doubleday Book Club, it is the sequel to *Leah's Journey*, which won the National Jewish Book Award for fiction in 1979. Her short story, "The Prayer Shawl," appeared in *Moment* magazine's May issue.

**Jules Love** has been appointed vice president of the Jerusalem Foundation in New York City, where he will be representing Mayor Teddy Kollek in the U.S. The Foundation establishes centers of culture, education, and recreation in Jerusalem, and preserves the city's historical heritage.



'56

**Rena Shapiro Blumberg**, public affairs director of WWWE/WDOK-FM in Cleveland, has received two national awards: the Abe Lincoln Award for "achievements in advancing the quality of life in America and helping the broadcasting industry enrich its service to the public," and the Award of Merit in the 1984 CEBA Awards for outstanding radio programs targeted to the black community. She is also chair of the Brandeis University Fellows.

The political philosopher **Michael Walzer**, professor at Princeton's Institute for Advanced Study, has recently published a new book, *Exodus and Revolution*, in which he draws many parallels between stories in the Bible and modern liberation struggles.

'57

**Philip Lieb** has been appointed a clinical instructor of dental care management at the Goldman School of Graduate Dentistry at the Boston University Medical Center. He has also been installed as a Fellow in the Academy of International Dental Studies.

'58

During the Presidential election of 1984, **Eden Force Eskin's** two election workbooks were used by students throughout the nation. Recently, she has coauthored two reading anthologies for the junior high school level.

**Marjorie Greenfield** has been a medical librarian for the past 20 years. Recently she worked with the B'nai B'rith Anti-Defamation League and the Jewish Librarians' Caucus of the American Library of Congress in a campaign to have libraries drop the subject heading the "Jewish Question" from their records. Marjorie has also written almost fifty poems, some of which have been published in lesbian and feminist publications under her pseudonym, Marjorie Morgan.

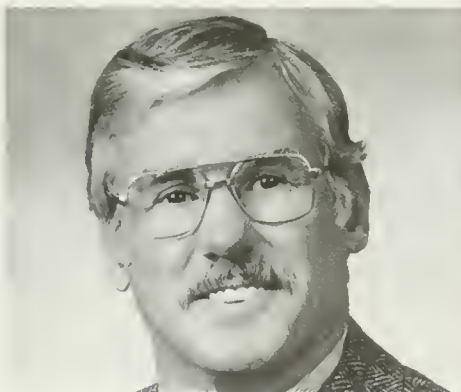
With a Fulbright Research Grant to study in Argentina during the 1985-86 academic year, **Peter Ranis** will examine political culture and ideological formation within the trade union movement. He is a professor of political science at York College, City University of New York, and visiting adjunct professor in the politics department of New York University's Graduate School of Arts and Sciences.

**Joan Gerstein Ravede** has received her master's in health management from St. Thomas University, and her certification as a tumor registrar.

**Laurence J. Silberstein** was recently installed as the Philip and Muriel Berman Professor of Judaica at Lehigh University. He also serves as the Director of the Lehigh Valley Center for Jewish Studies. Laurence, **Mimi (Berenson) '60**, and their children now reside in Allentown, PA.

'59

**Judith Rich Harris**, an experimental psychologist, is coauthor with Robert M. Liebert of a new college-level child development text, *The Child: Development From Birth Through Adolescence*.



'60

The Faxon Company has announced the appointment of **Dr. Anton T. Lahnston** to the position of vice president and director of human resources. He currently directs the Executive Challenge program at the School of Management, Boston University, where he is an associate professor of organizational behavior.



**Lawrence M. Sherman** was elected to the Babson College Corporation. Lawrence and his twin brother **Kenneth** are founders and general partners of Cambridge Research and Development Group, which identifies and markets new inventions. He is also a member of the Israel Binational Advisory Council on Research and Development.

'61

**Zina Finkelstein Goldman** was married to William Tenney Jordan on May 27, 1984. Presently assistant dean of the faculty at Brandeis, she served briefly as acting director of alumni relations during the spring semester of 1985.



'62

**Sidney Boorstein**, owner-operator of five McDonald's restaurants in the Boston area, has received McDonald's Personnel and Ronald Awards, the first for "superior management and personnel practices," and the second for charitable contributions, staff development and morale, and community involvement.

**Shirley A. Gersten-Hoisington** has been named the first woman partner at the 110-year-old Boston law firm of Warner and Stackpole.

**Burton I. Kaufman** recently received the Distinguished Graduate Faculty Award from Kansas State University where he is professor of history and acting head of the department. Burton's publications, which include four books and more than a dozen articles on 20th-century American foreign policy, have won several national awards. His latest book, *Korea and the Challenges of Crisis, Credibility, and Command*, will be published in January. He lives in Manhattan, KS with his wife Diane and their two children.

**Donna Robinson Divine**, associate professor of government at Smith College, is coeditor of a new book, *Women Living Change*. Its eight original essays, based on the work of the Smith College Research Project on Women and Social Change, examine women's responses to currents of political and economic change in the United States, the Middle East, Latin America, and Europe.

'63

**Dr. Barry Haimson**, a professor of psychology at Southeastern Massachusetts University, is author of his first textbook, *Experimental Methods in Psychology*.

Alliance Capital Management Corporation has announced that **Lawrence S. Harris** will join the firm as senior vice president and head of Alliance's Fixed Income Group. He will also become a member of Alliance Capital's Board of Directors.



'64

The Longy School of Music has named **Victor E. Rosenbaum** as director. On the faculty of the New England Conservatory since 1967, Victor has been chairman of the piano department and director of chamber music there. His piano performances have been reviewed by the *Boston Globe* and the *New York Times*, and he has recently formed the Concerto Company, a chamber orchestra of young professionals.

**Elizabeth Lapidus Zelin**, whose book of poems, *I Am the Daughter* (New Rivers, 1981) is still in print, has graduated from Columbia University's School of Social Work with an M.S. She is specializing in the treatment of alcoholics and other chemical dependents and their families.

'65

In her new position as director of corporate programming for Arts & Entertainment Network, **Ellyn Berk** works with corporate sponsors to develop arts and educational programs. She has been adjunct professor of music at New York University for the past nine years.

**Regina Schorin Dederich** is executive director of Synanon, the first residential community for drug and alcohol rehabilitation; she is married to its founder, Charles Dederich.

After returning to law school in 1981, **"Mike" Shuffman Faust** received her Juris Doctor, cum laude, from Pace University Law School.

'66

**Michael J. Gundle**, M.D., is now a psychiatrist in private practice. After living in Israel from 1972-75, he returned to Chapel Hill, NC for psychiatric training.

Former Wien Scholar **M. Afzal Khan** is now a United States citizen, residing in Washington, DC.

**Robin Dee Post**, Ph.D., is director of clinical training for the psychology internship program at the University of Colorado School of Medicine, where she is also an associate professor. She and her husband James Tait have a first daughter, born last March.



**Rabbi David E. Wucher** has been awarded a doctor of Hebrew letters degree from the Hebrew Union College-Jewish Institute of Religion. While studying there, he won the Hirsh Memorial Award for academic excellence and the B'nai Zion Gold Medal for proficiency in Hebrew. Currently a member of the department of religious studies at Southwest Missouri State University, he reports that his wife Victoria recently gave birth to their second daughter Aliza Miriam.

'67

**Stephen B. Shiffrin** has been named deputy commissioner of the Enforcement Division in the Massachusetts Department of Revenue. An expert in audit management and law enforcement, he is particularly qualified in investigating white-collar crime. He recently opened a new regional Department of Revenue Office in Natick, MA.

Arielle Davi was born to **Dr. Ina Weitzman** and Dr. Donald Morehead on October 3, 1984.

'68

**Dr. Stephen P. Herman** is in private practice of adult and child psychiatry in Manhattan. He is assistant clinical professor of psychiatry at the Cornell University Medical College, and author of "Adjustment Disorders of Children and Adolescents" in the new textbook, *Psychiatry*.

**Nancy Federman Kaplan**, a vice president of Temple Ohabei Shalom in Brookline, MA, is also a member of the board of directors of the Rashi School and of the Massachusetts Spina Bifida Association. In October she will join the staff of the Synagogue Council of Massachusetts, doing publicity and staffing its Committee on Synagogue Affiliation.

'69

**Jonathan Annis** announces two new beginnings: a new son Max Monroe, born on May 15, 1983, and a new office for ambulatory care medicine.

Born to **Margaret S. Grotte**, a daughter Miriam Sara in September 1984.

**Neil Kauffman** and **Barb Drebing** announce the birth of Brian Edward last February. Their financial planning firm, Kauffman and Drebing, has recently been highlighted by the *New York Times*, the *Christian Science Monitor*, and *Changing Times*.



As a result of the restructuring of ABC's Public Relations Department, **Jane Paley**, director of community relations, has expanded her area of responsibility by developing educational broadcast materials in support of special programming.



**Sharon T. Sooho** was recently elected to the Boston YWCA Board of Directors. A member of the American, Massachusetts, and Boston Bar Associations, she has a private legal practice in Newton. Sooho is also vice president of the Boston chapter of the Alumni Association and a member of the Brandeis University President's Advisory Committee on Affirmative Action and Shareholder Responsibility.

**Robert W. Wagschal and Marcia Raden Wagschal '67** announce the birth of a son Joshua Benjamin on September 27, 1984.

'70

**Claudia Jacobs** has moved to Newton from Vermont to take the position of director of the New England Association of Child Welfare Commissioners and Directors. She recently received the Joan B. Hoff Child Advocacy Award from the Chittenden County, Vermont Council for Children and Families.

**Cary Lind** and his wife Sandra announce the birth of their second child Allison Amy on January 31, 1984.

'71

**Congratulations to Michael Barth** and Ellen Halperin Barth, who have a new son Adam Jeremy, born last January. Michael is working as senior investment officer in the capital markets division of the International Finance Corporation in Washington, DC.

**Jack Dembowitz** is an account executive with Smith Barney Harris Upham & Co., Inc. in Cherry Hill.

**Linda Lown Klein** and Gary Klein announce the birth of a daughter Jennifer Tamara in Jerusalem in February 1985.

**Don Krohn**, who is attending Harvard Law School, and Janis Reinhardt announce the birth of a daughter Zoe Alexandra on September 9, 1984.

**Judy Davis Marcus** and Alfie Marcus announce the birth of their son David Isaac in February 1984. They have moved to Minneapolis and say they are interested in meeting other alumni in the area.

Scott, Foresman & Company has published a book by **Alan Ticotsky**, *Who Says You Can't Teach Science?* The book is designed for school teachers and parents, with activities for young students that help explain scientific principles.

'72

The Christian Broadcasting Network has awarded a full-year, \$5,000 Beazley Scholarship to **Thomas Atwood** who is enrolled in a joint program of business administration and public policy at the CBN University.

**Dr. Nancy A. Dreyer** was recently the recipient, along with four coauthors, of the Adolph G. Kammer Merit in Authorship Award of the American Occupational Medical Association. Dr. Dreyer is president of Epidemiology Resources, Inc., which conducted the research leading to the award-winning article, "Projections of Asbestos-Related Disease 1980-2000," that appeared in the *Journal of Occupational Medicine*.

**Sandra Shapiro Grossman** and her husband announce the birth of their daughter Susannah Laura on March 7, 1984.

**Bruce Havunaki and Erica Fox Havunaki '76** announce the birth of their first child Benjamin Moshe on September 14, 1984.

**Paula and David Lowe** have a new son Eric Hoffman, born last April. David is assistant fact-finding director of the Anti-Defamation League of B'nai B'rith.

**Dr. Frances Rosenberg Rissmiller** and Dr. David Rissmiller announce the birth of Joshua Hill, born May 29, 1984. They have recently moved to a new home in Cherry Hill, NJ.

**Stephen Wiznitzer and Jane Tallman Wiznitzer '73** are both attorneys, Steve with the Singer Company and Jane with the Olin Corporation. They are the proud parents of Daniel Ethan, their first child, born last November, and they now reside in Norwalk, CT.

'73

**Janet Jacobson Bell** and Richard Bell announce the birth of their son Andrew Ian in March 1985.

Recently elected a Fellow in the American College of Cardiology, **Dr. Paul J. Block** is currently a cardiologist on the medical-dental staff of Burbank Hospital. He was also elected a Fellow in the Council of Clinical Cardiology, a division of the American Heart Association.

**Phyllis Huberman Crafton** and her husband, Dennis, have a new son Bret Daniel, born in October 1984. He joins Elyssa, 8, and Jared, 5.

**Wendy Harrison Hashmall** and David Hashmall announce the birth of a daughter Alison Morgan October 31, 1983.

The American College of Cardiology has elected **Dr. Cary L. Hirsch** a Fellow in the College. He is currently attending physician in the department of medicine, Good Samaritan Hospital, in Suffern, NY.

**David Marwell and Judy Eisenstein Marwell '71** announce the birth of a son Nathan Benjamin December 19, 1984.

**Gail Schwartz Rosengard** married Mark Rosengard in December, 1983. She received her M.Ed. from Syracuse University in 1974 and coordinates the Chapter I Program for the Lawrence, MA public schools.

**Rhonda Pollack Spiro** and her husband Dr. Allan Spiro announce the birth of their second son Robert Jonathan on November 1, 1984.

**Paul Trusten** is the head pharmacist of LaVerdiere's Super Drug Store in Portsmouth, NH. He married May Locke in July 1983.

**Mona Hachey Villapiano** received her doctorate in clinical psychology from the Massachusetts School of Professional Psychology in February 1984. A daughter Allison Leigh was born in November of 1983 to Mona and Albert Villapiano.

'74

**Dr. Marcia C. Bowling** has joined the Gynecologic Oncology Service of the Department of Obstetrics and Gynecology and The University of New Mexico Cancer Center at the University of New Mexico School of Medicine in Albuquerque, NM.

Southern Illinois University-Carbondale named **Mary E. Davidson** director of its School of Social Work. Before joining the faculty in January, she was an assistant professor at the University of Chicago's School for Social Service Administration.

**Rebecca Dersimonian** has received her doctorate in biostatistics from Harvard University, and she recently joined the faculty at Yale University School of Medicine.

**David Dimarzio** has assumed the position of District Court Bar Clerk at the U.S. District Court in Boston.

**Dr. Joseph Fiedler** is senior fellow in allergy, immunology, and rheumatology at St. Christopher's Hospital in Philadelphia.

Congratulations to **Barbara Segal Goldberg** and her husband Gerald on the birth of their second child Julia Sarah in April 1985.

**Jane Goldman Ostrowsky** and husband Mark announce the birth of their son David Charles July 5, 1984.

**Toby Kamens Rodman** and Dr. Dean J. Rodman are pleased to announce the birth of their first child Leonard Harris on January 25, 1985.

**Serena Sara** graduated from the National College of Chiropractic in April 1983. She is married to Edwin Zaslow and currently has a chiropractic practice in South Miami, FL.

**Betsy Platkin Teutsch** has illustrated a recently released book, *The Jewish Holidays*, by **Michael Strassfeld '71**.

**Pamela Sacks Weil** and Peter Weil announce the birth of their son Daniel Ross in December 1984.

'75

**Todd Silverstein** wrote to tell his classmates that he finally finished his Ph.D. in chemistry at Berkeley and is now working on a postdoc in Philadelphia. He recently completed a cassette of "Jewish Songs of Celebration and Struggle."

**Deborah London Arnold** and W. Stanley Arnold announce the birth of Jonathan Henry on July 8, 1984. He joins brother, Grant London, born November 18, 1982.

Congratulations to **Judy Blumenthal Asuleen** and Ruby Asuleen, who announce the birth of their daughter Avital Rina on November 11, 1983.

**Janet Gibbs** was married to Thomas H. Miller, Jr. in September 1984.

**Elaine Utretsky Greenburg** and Dr. Stewart Greenburg of Warren, NJ, announce the birth of their son David Allan on July 25, 1984.



The New England College of Optometry has appointed **Emmanuel H. Lomax, Jr.** director of the optometric careers access program. He was previously coordinator of community relations and assistant director of admissions at Salem State College.

**Arlette Liebgatt** received a master's degree in creative arts in therapy from Hahnemann Medical College in 1977. She has been married since 1978 to Dr. Melvin Twersky and recently gave birth to their first child Yakova Batsheva.

**Joan Glazer Margolis** has been appointed Connecticut's fourth U.S. District Magistrate. She served as law clerk for U.S. District Judge Ellen Burns from 1978-80, when she joined the New Haven law firm of Wiggan and Dana.

**Melanie and Marvin Pinkart '74** announce the birth of their daughter, Anna Eleanor, on December 20, 1984.

**Rabbi Howard Rosenbaum** and wife Cheryl joyfully announce the birth of their daughter Miriam Shoshana on November 29, 1983. Rabbi Rosenbaum serves as the director of educational youth services at Temple Neve Shalom in Metuchen, NJ.

**Paul Rosenfeld** announces his marriage to Dr. Jamie Hoffman in March 1984. He is currently an assistant district attorney in the Major Offense Bureau of the Bronx District Attorney's office and cochairman of the Bronx Chamber of Commerce Anti-Crime Committee.

**Phyllis Witzel Speiser** has been appointed assistant professor of pediatrics at the New York Hospital, Cornell Medical Center.

**Edward R. Zaval** and **Janet Kaufman Zaval** announce the birth of a daughter Lisa Ely on August 26, 1984.

'76

**Arthur A. Chaykin** and Paulette Giarratana announce the birth of their first child Zachary William last March. Arthur is associate professor of law at Northern Illinois University.

**David Cohen** coauthored the screenplay for Paramount Pictures' *Friday the 13th: A New Beginning*. His play, *Baby Grand*, was recently produced at Wabash College, IN, where it was the recipient of the 1985 Wabash College Playwriting Prize. David is associate professor and co-dean for the arts at Hampshire College.

**Scott Edelman** has been appointed second secretary at the American Embassy in Bucharest, Romania.

**Amy Eilberg** became the first woman admitted to the Rabbinical Assembly, the worldwide association of Conservative rabbis, when she was ordained as a rabbi in May 1985. She is the first woman ordained by the Jewish Theological Seminary of America in New York. Ms. Eilberg also received her master's degree in social work from Smith College in August 1984.

**Dr. Eric Eisenberg** and Marila announce the birth of Ilana Gabriella on December 9, 1984. Eric has also recently received a fellowship in gastroenterology at the University of Connecticut School of Medicine.

**Donna Beth-Goldenberg Feldman** and David J. Feldman announce the birth of Jonathan Thomas on August 11, 1984. Donna is vice president of a technical consulting company.

The head of state of the Republic of Liberia has appointed **J. Sawalla Guseh** assistant minister of justice of Liberia. He previously served as legal adviser and economist in the Ministry of Finance.

**Cheryl Kessler Katz** and Alan Katz announce the birth of Joshua Adam on November 11, 1983.

Currently the director of patient health education at the Veterans Administration Medical Center in Buffalo, NY, **Barbara Kirsner** married Howard K. Berg, M.D., on April 8, 1984.

**Dr. Steven Mazer** and Sandy Mazer announce the birth of a son Justin Stuart in March 1983. Steven is in private practice in Bayside, NY.

## Director of Planned Giving

## Office of Development and Alumni Relations

Brandeis seeks a Director of Planned Giving to be responsible for planning, organizing, and implementing a focused marketing program to obtain tax-favored gifts from alumni and friends of the University. A national search has been initiated for candidates qualified to fill this challenging position. The University would prefer candidates who are alumni of Brandeis with a minimum of five years in planned giving experience with a college or university. The individual should have strong communication skills and a demonstrated track record of planned giving success. Salary is competitive and commensurate with experience. Qualified applicants are invited to send a letter expressing their interest along with resume to:

Paul H. LeComte  
Sr. Vice President  
for Development and Alumni Relations  
Brandeis University  
Waltham, MA 02254



**Dr. Richard J. Novick** has completed his residency training in general surgery and is currently a fellow in cardiovascular-thoracic surgery at the Royal Victoria Hospital in Montreal.

**Beth Pearlman** has won a National News Emmy Award for a series on Laotian refugees which she produced with correspondent Bruce Morton on the CBS Evening News. She has been an associate producer for CBS News since 1983. She is married to **Mark Rotenberg**, who has been awarded the U.S. Attorney General's Special Commendation Award for "reliable and skillful legal advice on a broad range of extremely complex issues vital to the Executive Branch."

**Renee Louise Robin** is an attorney for the Massachusetts Office of Environmental Affairs, and specializes in coastal management and waterfront development issues. In July, she became executive director of a new program on public land management at the Kennedy School of Government at Harvard.

**Dr. Fernando Torres-Gil**, a graduate of the Florence Heller Graduate School for Advanced Studies in Social Welfare, has been appointed staff director of the Select Committee on Aging, U.S. House of Representatives. Its activities include review of recommendations made by the President or by the White House Conference on Aging relating to programs and policies affecting older Americans. Fernando has also been elected to the board of directors of the Council on Foundations, which represents the majority of endowed and grant-making foundations throughout the U.S. and Canada, and provides leadership on issues of private philanthropy.

**Rick Zucker** and **Susan Mande Zucker** '77 announce the birth of their son David Matthew in March 1985.

'77

**Sandi Rosenthal Berliner** and her husband Roy announce the birth of their first child Benjamin Ari Berliner on May 26, 1984. Sandi became Rabbi Sandra Rosenthal Berliner on June 9, 1985 when she graduated from Reconstructionist Rabbinical College. She is the rabbi of Congregation Tifereth B'nai Israel in Warrington, PA.

Congratulations to **Aline Herman Brandt** and **Haris Brandt** who have announced the birth of their daughter Rachel. Aline received her doctorate in psychology from Rutgers University and is currently in private practice in Long Island.

With joy, **Rabbi Steven Chatinover** and **Leah Cohen Chatinover** announce the birth of Levi Cohen, July 7, 1984.

In January, Cornell University awarded a Ph.D. in astrophysics to **Nathaniel L. Cohen**. Now based in Boston, he is a technical analyst for HRN Investment by day and a writer and composer by night.

Born to **Gael Mahoney DeAmicis** and **Richard DeAmicis**, a son Andrew James in October 1984.

**Marcia Regenberg Kaufman** and **Sidney Kaufman** became parents of Matthew Seth on July 21, 1984.

**Sharon** and **Stephen B. Pollack** announce the birth of their first child Adam Joseph last April. Steve is presently chief resident in Ophthalmology at the Erie County Medical Center in Buffalo, NY.

**Robert Russman-Halperin** and **Wendy Russman-Halperin** '75 are happy to announce the birth of a daughter Aviva Miriam in February 1985. She joins her sister Liora, age 3. Bob is working at Data Resources, Inc.

**Susan Newser Sekuler** recently joined the law firm of Siegel, Denberg, Shukovsky, Moses and Schoenstadt. She is a litigator specializing in federal and administrative law with special emphasis on commodities and securities. She is presently an associate editor of the Chicago Bar Association's *Young Lawyer's Journal*.

'78

**Karen Whitman Alfred** and her husband Rick announce the birth of their son Joshua Benjamin on February 20, 1985.

**Daniel N. Arshack** is married to **Hilene Flanzbaum** '80. He is now practicing as a trial lawyer in the District of Columbia.

**Cynthia Benjamin** and her husband Rich Dugas announce the birth of their son Ethan Matthew last November. Cynthia is the eastern Iowa correspondent for the Associated Press.

**Nehama Stampfer Glogower** and Rabbi Rod Glogower have moved to Washington, DC, where Rod will be the rabbi at Keshet Israel, the Georgetown Synagogue. The Glogowers have three children, Abigail, Ariel, and Naomi.

**Diane Botwick Greenlee** and her husband Allen T. Greenlee announce the birth of their daughter Ariel Beth, born in January 1985. Diane is an attorney, Allen is a physician and they now reside in Arlington, VA.

**Zvi Levenich** is an education officer in the Israel Defense Forces and cofounder of TELEM, as well as of the Brandeis Zionist Alliance.

**Sally Seeherman Schneider** and **Larry Schneider** announce the birth of their first child Rebecca Leigh on July 5, 1984.

**Michael Shannon** helped lead the Jones Graduate School of Administration to first place in the University of Mississippi School of Business Administration's case competition last March. He received his master's in business and public management in May.

'79

**Linda Alpert Feinstein** was recently admitted to the bar in New York State. She is now employed in the legal department of Smith Barney Harris Upham & Company, Inc.

After spending last summer hiking through the Himalayas in northern India, **Cathy Blumberg Gildesgame** and her husband Mike are moving to San Jose, Costa Rica for nine months. There Mike will do doctoral dissertation research on tropical forestry management, and Cathy will have an administrative internship at a local hospital. She is also currently working on an M.B.A. at Boston University.

## Alumni Term Trustee Nominations

Nominations are sought for Alumni term trustee. The committee which reviews the nominations will meet in October to make its recommendations.

Alumni term trustees are elected each year to serve on the Board of Trustees for a five-year term. Nominees must have a record of outstanding contribution to Brandeis and to their own communities. Suggestions for nominees for the 1986 elections may be sent to the attention of B. Paula Resnick, Nominating Committee Chair, Office of Alumni Relations, Brandeis University, Waltham, MA 02254-9111, prior to October 1, 1985.

Working for producer David Merrick, **Ellen Holt** reports she's "finally made it" as an assistant manager for the Broadway show *42nd Street*.

**Brenda L. Hurd** married David J. Ecsedy in May 1984.

**Joshua Levin** graduated from the School of Dental Medicine at the University of Pennsylvania in 1983 and received his orthodontic certificate from New York University in July. He will be practicing in Great Neck and Manhattan.

A son Joshua Howard was born to **Joe Lustig** and his wife Susanne on August 8, 1984.

**Lilli Glick Meisel** married Fred Meisel in 1982 and received her master's in social work from Boston University in 1983. She announces the birth of a son Joshua Daniel in July 1984.

**Maxine Fishbein Pilavin** and **Robert Pilavin** '78 announce the birth of a daughter Channa Malkah last February. Maxine received her M.A. from the Jewish Theological Seminary and is currently a master's candidate in medieval Jewish history at Yeshiva University. Robert has been ordained by the Jewish Theological Seminary and is assistant rabbi at Temple Beth-El of Poughkeepsie, NY.

Harvard University awarded **Karen Schneider Rosen** her Ph.D. in June 1984, and she is now an assistant professor of clinical psychology at Boston College. She and **Ron Rosen** '78 are living in their new home in Newton Centre.

**Ken Rosenstein** has recently moved to Jerusalem, Israel.

**Marjorie Bennett Schiff** and husband Larry announce the birth of their son Joshua Seth born last April. He joins a daughter Jessica.

**Mark Tenebaum** and **Marilyn Wolfe Tenebaum** announce the birth of Sara Megan on December 24, 1984.

'80

**Lisa C. Barnett** is in New York as a researcher for the New York City Criminal Justice Agency after serving in Washington, DC as an editor of *Water Information News Service*. Her husband **Lawrence A. Goldberg**, who graduated from Columbia Law School in 1983, recently became an associate at the New York firm of Sive, Paget and Riesel after a year at the Center For Law in the Public Interest in Washington.

**Jeffrey Bennet** and **Cheryl Kaufman Bennet** announce the birth of their daughter Jessica Heather on January 17, 1985. Jeffrey graduated from the University of Pennsylvania School of Dental Medicine in May 1984 and is now in an anesthesiology residency program at the Medical College of Pennsylvania.

**Debby Cummis** has joined MJI Broadcasting, Inc., a national syndicator of radio programs, as manager of affiliate relations. Also serving as president of the Essex County branch of the American Association of University Women, she is the youngest branch president in the country.

**Yehuda N. Falk** and **Brandel D. Falk** are now living in Jerusalem with their two children. Yehuda is teaching linguistics in the English department at the Hebrew University, having received his Ph.D. from MIT in June 1984.

In June 1984, **Cynthia Dale Fisher** was awarded her J. D. from New York Law School and is now a deputy advocate/investigative attorney with the City of New York.



Robert E. Borah & Associates, Inc. has appointed **Lawrence G. Hoyle** to its technical staff. He will be specializing in actuarial and administrative services for corporate employee and executive benefit plans.



After moving to Israel in 1983, **Ian Jick** married Bracha Sukenick. He is head art director for Pelled Advertising in Tel Aviv and has had an ad nominated for the "One Show" in New York.

**Linda S. Kobrin** has graduated with highest honors from the Wharton School at the University of Pennsylvania. She is currently a public finance investment banker at the First Boston Corporation in New York City.

**Linda Shimon** is presently a doctoral student at The Weizmann Institute of Science in Rehovot, Israel. She and her husband Avi announce the birth of their daughter Daphna.

**Carolyn Wember** and **Nick Savides** '79 were married on February 5, 1985.

**Lydia Zimmerman** is a commercial real estate agent for Cross and Brown in New York City. She plans a fall wedding to Phil Saravis, a stockbroker.

'81

**Jody Cohen** has completed her master's in public health administration at Columbia University. She now works for a home care social service agency, and will marry Dr. Reed Ference in August.

**Lisa Davis** moved to Alaska where she is working as a park ranger in Denali National Park and Preserve.

**Lily Diaz** is working as a visual artist in New York City. She is freelancing as a photographer, and is involved in film designing and motion graphics. Lily recently received the resident artist award for 1985 for the Museum of Holography in New York.

**Lisabeth Fisher DiLalla** was married in August 1984 to another University of Virginia graduate student, David DiLalla.

**Susan Dribinsky Elani** received her M.S. in chemistry from The Weizmann Institute of Science in Rehovot, Israel, and has since been working in the analytical research department of Ikapharm-Teva Pharmaceuticals in Kfar-Saba, Israel.

**Robert A. Frank** received his M.D. with honors in academic surgery, from the Hahnemann University School of Medicine. He will complete a general surgery residency at the State University of New York-Downstate Medical Center.

**Matthew Hills** and **Lisa Berman** '82 announce their engagement. Lisa received her master's from the School of International and Public Affairs at Columbia University, and Matthew, an associate consultant at Bain and Company, is attending Harvard Business School this fall.

**Lucy Spencer Hornstein** is now an M.D.

Congratulations to **Jeffrey M.** and **Jill E. Jacobs** on their marriage last summer.

**Michael Klein** and **Terri Davis Klein** announce the birth of their daughter Heather Rae on February 7, 1985.

**David P. Mackler** announces his August marriage to **Scottie Hastings**. He is attending the Wharton Business School.

**Leslie Baron Matulef** has become the assistant to Leo M. Bernstein, chairman of the board of Women's National Bank of Washington, DC.



**Jeffrey L. Menkin** was sworn in as a deputy attorney general for New Jersey, where he will serve in the Division of Criminal Justice, appellate section. Jeffrey received his Juris Doctor in May 1984 from The Rutgers University School of Law at Camden.

**Carol Ochs** and **Doug Daven** were married last April and are living in New York City.

**Dvora Weisberg** has been appointed to the faculty of the Jewish Theological Seminary of America where she is a doctoral candidate in Talmud and a Ravson Fellow. Dvora will marry **Neal Scheindlin**, a rabbinical student at J.T.S., in December.

'82

**Wendy Feign** starred as Porky's daughter Blossom in the movie *Porky's Revenge*. She spent six weeks in Miami, FL shooting the movie. She is also the featured performer in the rock video "Star" by Alfie, and is pursuing more acting roles in Los Angeles.

**Charri Gurwitz** and **Josh Goldman** celebrated their second anniversary on June 12.

**Marci Halpern** is a computer operations coordinator with J. Henry Schroder Bank and Trust Company.

**Julie Harris** graduated with a master's in art history from the University of Pennsylvania in 1984. She is currently an Andrew Mellon Predoctoral Fellow of the University of Pittsburgh's fine arts department.

**Nancy Lerner** has graduated from law school. She celebrated her second wedding anniversary in June. Her husband **David Stein** is general counsel to Breslin Realty Development Corporation in New York.

**James Reich** received an M.B.A. from the University of Chicago in March 1985. He is currently a computer consultant for Arthur Anderson. Jim married **Susie Lu** in June, and they live in Morris County, NJ.

**Linda Scherzer** is the newest reporter-anchor with WPTZ, Channel 5, in Burlington, VT. She graduated last year with a master's in journalism from Northwestern University.

**Nancy Title** and **Mark Slade** married in November 1984. Nancy is currently an assistant buyer with Montgomery Ward, and Mark works for Macy's New York as a group manager.

'83

**Jay Afrow** was awarded the Pergamon Research Prize and the Gustav Perl award for outstanding original research at the University of Connecticut. His research, "Human Monocyte Eicosanoid Production" was also presented at the International Association of Dental Research convention.

**Jennifer Berday** plans to enter the Boston University School of Social Work Gerontology Program in September. She married **Elisha Sacks**, a Ph.D. student in artificial intelligence at MIT, last June.

**Susan Chapman** and **Barry Hantman** '84 were married June 2, 1985.

**Mark Feinberg** and **Debra Schaeffer** announce their engagement to be married on October 6.

**Iris B. Kliman** has graduated with an M.S. in synthetic organic chemistry from the State University of New York at Stony Brook. She is presently working towards her Ph.D. in organic chemistry at Boston University.

**Janis Miller**, presently a student at the New England College of Optometry, was awarded second place in the 1984 Nikon Scholarship Awards Competition. Her essay will be published in an optometric journal.

**Cyndi Weinberger** and **Ben Schulman** were married last December. They are both attending the University of Florida Law School.

'84

**Joel Cuperfain** and **Susan Stein** were married in June 1984.

**Victoria Fabisch** has been appointed vice president of Octameron Associates, a publishing company specializing in books on financial aid for college students.

**Susan Hills** and **Michael Goldman** '85, former chairperson of the Programming Board, announce their engagement. The wedding will take place in New York next spring.

**Amy Koplow** and her husband **Louis Miller** announce the birth of their first child **Chana Batya** on March 24, 1984.

**Denise Silber** and **Lewis Brooks** '80 were married August 4 in Berlin Chapel. Denise is currently working as a sales representative for MGM/United Artists, while Lewis is with a professional audiovisual firm in New York City.

**Scott M. Sokol** has been awarded a graduate fellowship from the National Science Foundation to continue his academic work and research at The Johns Hopkins University, where his field is cognitive neuropsychology. Scott will be studying the various cognitive deficits associated with brain damage.

## Homecoming 1985

STOP PRESS!  
SAVE THE DATES!

OCTOBER 10-13, 1985

Now under the auspices of the Office of Alumni Relations, HOMECOMING presents the perfect opportunity to meet old friends and make new ones.

Make the Columbus Day weekend your Fall Foliage vacation at Brandeis.

- 1st Annual Brandeis Alumni Association Homecoming Award — meet the mystery celebrity at a buffet reception!
- Varsity soccer match vs. Amherst College.
- Meet the Faculty at the Rose Art Museum.
- Homecoming Dance, Hiatt Career Center Open House, and much, much more!

Watch for further information!

Brandeis University

'66

**Dr. Carol L. Meyers**, associate professor of religion at Duke University, has been named one of six recipients of a Howard Foundation fellowship. She will pursue an independent project on "Gender Roles in Biblical Israel." She is currently vice president of the Albright Institute of Archaeological Research in Jerusalem and codirector of a new excavation project at ancient Sepphoris, near Nazareth.

'67

**Richard Flanagan** is a professor of English at Babson College and has just had a novella published in *Fiction/84* by Peacock Press. "The Last of the Hippies" offers an innovative approach to a common theme, the difficulty of accepting death.

'75

**Aziz S. Giga** has been appointed strategic planning manager for the PPG Industries' Chemical Group. A native of Nairobi, Kenya, Giga holds a master's from the University of Chicago and a doctorate from Brandeis.

The Dean Junior College production of "Hogan's Goat," directed by Assistant Professor of Theatre **James F. Kenney**, has been selected by the New England Theatre Conference to receive first honorable mention in the Moss Hart Memorial Award Competition.

**Barry Silverberg**, executive vice president of the Syracuse Jewish Federation, Inc., was reelected to his second term as chair of the National Computer Committee of the Council of Jewish Federations. The committee coordinates and endorses the use of software for Jewish Community Centers and newspapers.

'78

**D. Steven Blum** is the author of a new book, *Walter Lippmann. Cosmopolitanism in the Century of Total War*. Blum reconsiders Lippmann as a political theorist, arguing that his contributions to political thought have been widely misunderstood and his stature as a speculative thinker underestimated.

'83

**Hananya Goodman** is the proud father of Moshe Aharon Yitzhak. He and Sharon live in Jerusalem where he directs an adult education program in areas of Jewish thought.

Word has been received that **Norman Greenfield '56** died in December 1982. Christopher C. Connolly, 17, the son of **Michael Connolly '57** and **Basiliola Cascella Connolly '60**, was killed last summer in a motorcycle accident. **Dr. Robert L. Hoffman**, a former graduate student, died in November 1984. **Jane E. Rubinstein '84** died in an automobile accident in Niagara Falls, NY on September 5, 1985.

Newsnote

What have you been doing lately? Let the alumni office know — and send them photos and news that would be of interest to your fellow classmates.

We invite you to submit articles, photos or news of interest to the Alumni Office for review.

News

Name\_\_\_\_\_

Brandeis Degree & Class Year\_\_\_\_\_

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## Distinguished Service Prize

Each year Brandeis University awards a Distinguished Service Prize to two individuals who have made some original contribution to the welfare of the general public. One prize of \$1,000 is awarded to an individual who is Brandeis-affiliated, i.e., a current student, faculty member or alumnus/alumna. The second prize is awarded to someone from outside the Brandeis community. These awards are sponsored by an anonymous donor who wishes "...to recognize and hence to foster one of the primary aims of the University — demonstration, adoption, and innovation for the public good."

We are now soliciting nominations for the 1986-1987 awards. If you know of individuals who have made some special contribution to the public good, kindly forward their name or names to the address below by November 15, 1985. *All nominations must be accompanied by supporting documentation.* A Brandeis committee made up of Deans Rumer Coates, Zina Jordan, David Kaplan and the Vice President for Alumni Relations Kenneth Langer will make the final selections.

Send nominations and supporting materials to:

Dean David Kaplan  
Distinguished Service  
Award Committee  
Graduate School of Arts  
and Sciences  
Brandeis University  
Waltham, MA 02254

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# Brandeis Review

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Humanities and  
the Professions

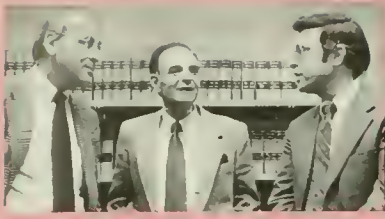
# Brandeis Review

Winter 1986

Volume 5

Number 2





(left to right) Saul Touster and Sanford M. Lottor, cofounders of the Humanities and the Professions program, and Michael Kaufman, academic director of the program

For generations, since the founding of the liberal arts college in the United States, no one had seriously questioned the relevancy of the humanities until the 1960s, when a shrill debate began. Students, occasionally backed by faculty, questioned the applicability of literature, language, philosophy, history, the nature of science — courses long considered by the educational establishment to be the backbone of fine education.

Today the stridency has evaporated from the argument. The humanities, which lie at the heart of the liberal arts curriculum, now are studied eagerly by thousands of students who flock to liberal arts colleges all over the country. The small- to middle-sized private New England liberal arts colleges — as diverse as Dartmouth, Amherst, Bates, Middlebury, Smith, Brandeis and the numerous others — are thriving, receiving an astonishing number of applications and accepting excellent students who hope that the liberal arts is the best course for life.

While the voices of protest are silent, discussions about the fate of the humanities hum on, played out against a new set of circumstances. Factors that influence our whole society have intensified since the 1960s to challenge the status of the humanities.

First, the threat comes from the acceleration of technology, which in the last 20 years has moved across our landscape with dazzling speed, knocking down familiar signposts that have guided us for decades. Confused, people ask, "Do we really need the humanities?" As astronauts shuttle from Cape Canaveral to the moon in two days, doesn't it seem absurd for them, during a rest period, to enjoy Dickens' *Hard Times* or the poetry of Robert Frost? And students who are preparing to participate in high technology ask, "Wouldn't we be better served to study engineering as undergraduates instead of spending four years immersed in the study of Descartes, Sartre, Rembrandt, Luther, Galileo or reading the *Divine Comedy* in Italian?"

Another serious challenge to the humanities flows from this decade's obsession with material prosperity. Socially concerned people note that the will to make money is forcing out the old idealism that formerly led young graduates into teaching careers where the humanities might have been the focus of their teaching. Careerism, which is presently a fixation among both men and women, has become an end in itself. Students often ask, "Will the study of the humanities enhance my career by giving me polish?" Add to these issues the imperative to repay thousands of dollars in student loans and other formidable economic realities and the argument to follow an undergraduate program of study directly tied to career development seems to grow more cogent.

Yet, at the same time, admissions officers point to the resurgence of the liberal arts. As Marcie Schorr Hirsch, director of the Hiatt Career Development Center, writes, "In a world where specialized education can quickly become obsolete, the individual with broadly based knowledge who has learned to communicate, reason and analyze effectively becomes increasingly valuable. Recent research into the background of CEOs of large companies indicates that they had typically followed a liberal arts curriculum often with a pronounced interest in the humanities." And there is a renewed recognition that the humanities are a civilizing force, a vital counterpoint to the inexorable sweep of technology and materialism that, with a force of its own, is catching us up in a whirlwind, separating us from our sense of humanity. Fortunately, in the face of our disunity, there is a pronounced tendency among faculty and students and a large segment of the educated community to support the humanities, not only as a vehicle for the transmission of our culture, or as a tool for understanding humankind, but more importantly, because the humanities penetrate and bring light to the darkest reaches of the human conscience.

The Humanities and Professions program, founded in 1981 at Brandeis by Saul Touster and Sanford M. Lottor, is designed to bring professionals back into touch with the humanities. The program has been an exciting reaffirmation of how professionals of all types are deeply influenced by what Graham Greene might call the "Human Factor." This issue of the *Brandeis Review*, devoted to the general topic of the humanities and the professions, presents the reaction of some of the faculty and participants of the program in addition to other contributors: Professor Touster discusses how literature affects professionals; Joseph Cunningham makes a comparison between adults' and children's responses to stories; Michael Kaufman brings the durable *King Lear* into focus as he spotlights the role of doctors in society; Chief Justice Samuel E. Zoll gives us insight into the world outlook of a Chief Justice of a District Court System; and Kent Jacobson offers an optimistic view of how books and stimulating discussion can help people at a housing project, who are struggling to gain fulfillment. Sissela Bok discusses how the 16th-century thinker Michel de Montaigne is a man for our season, while Marcie Schorr Hirsch and some Brandeis students explain how the exploration of career goals is part and parcel of a liberal arts education.

Brenda Marder  
The Editor



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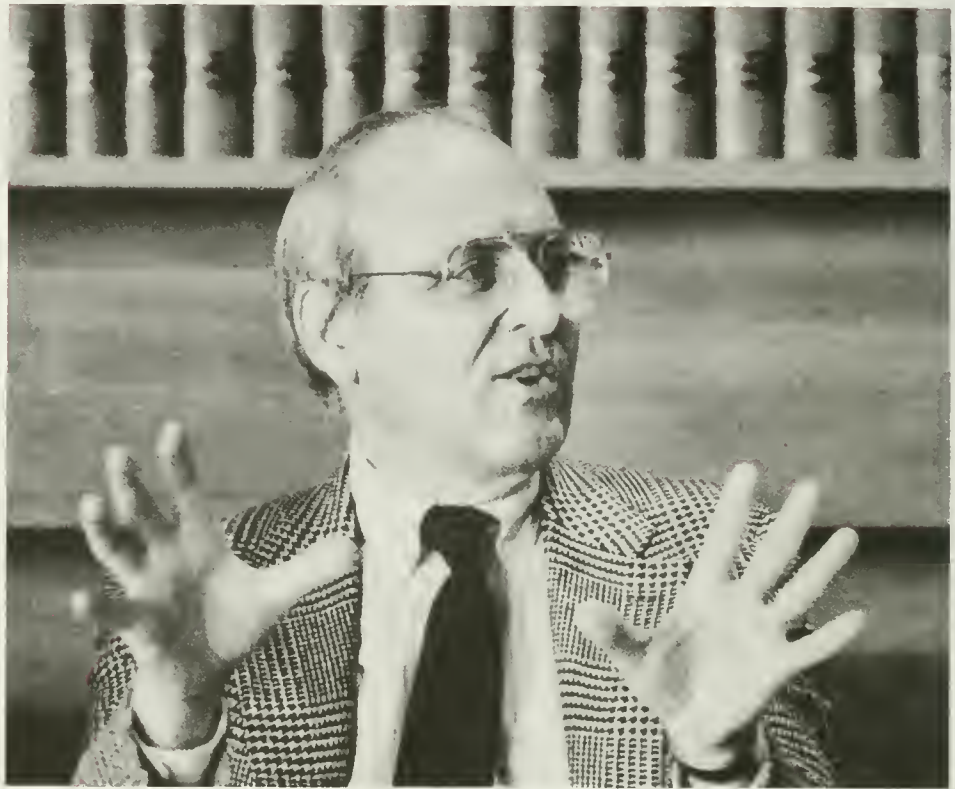
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## \* Parables for the Professions

by Saul Touster

Saul Touster is the Joseph M. Proskauer Professor in Law and Social Welfare and director of the Legal Studies program. He came to Brandeis University in 1979 as visiting professor in the Legal Studies program, and the following year was named the first full-time director of the program. Touster received his bachelor's degree from Harvard College and his law degree from Harvard Law School. The cofounder with Sanford M. Lottor of the Humanities and the Professions program, he is the author of many articles on the law and social sciences, and an accomplished poet whose work has appeared in such magazines as *Sewanee*, *Poetry*, *The Nation* and *Commentary*. His 1966 book of poems, *Still Lives and Other Lives*, won the Devins Memorial Award that year.



When Captain Vere, the naval commander-turned-judge in Herman Melville's *Billy Budd*, is faced with the need to pass judgment on a man he believes to be morally innocent of a capital crime, but technically guilty, he tells his fellow judges: "For [the] law and the rigor of it, we are not responsible. Our vowed responsibility is in this: that however pitilessly that law may operate, we nevertheless adhere to it and administrate it."

But Vere — and through him, Melville — does not rest on the apparent simplicity of this statement. Questions of judgment and justice are raised throughout *Billy Budd*, demanding answers no more easily available to Melville and his characters than they are to us today. The role of the one who judges, and the nature of justice, amid a complex of social, moral, economic, political and religious forces, are issues of great and troubling perplexity. How is the judge to reconcile personal belief with "the rigor" of the law? Can we determine "ultimate" guilt or innocence, or is that for what Vere

calls "the Last Assizes," the heavenly court? To what degree should the judge be subject to those complex, seemingly extraneous forces? And if justice to the individual is to be at the mercy of these other forces, can it ever be served at all?

These questions are more than just academic exercises. For the thousands of federal and state judges who must weave their way through the moral claims of the world as well as legal complexities, while making life-affecting decisions, they are pressing and, too often, unanswerable questions. It is no wonder that faced with conflicting demands and inadequate resources the judicial professional is subject to frustration, stress and "burnout." With these problems in mind, we created "Doing Justice: Literary Texts, Humanistic Values and the Work of the Community Courts," a series of seminars designed to address the needs of the Massachusetts judiciary by providing a forum whereby judges could confront, in some measure, the dilemmas and pressures of sitting in judgment upon others. While originally designed to address issues relevant only to members of the legal profession such as judges, district

attorneys, clerk magistrates and public defenders, the Humanities and the Professions program, as it now is called, has since expanded nationally to include physicians, corporate executives, state legislators, school teachers and journalists. The vehicle we chose for the seminars were the great literary works, such as *Billy Budd*, which carry the accumulated moral instruction of our culture.

The genesis of the project lay with Samuel Zoll, Chief Justice of the Massachusetts District Courts. Judge Zoll felt the need for a continuing program in education which would provide the state's 153 District Court judges with a broader perspective for coping with their roles as community judges. Theirs is a job particularly susceptible to burnout, due to a number of factors common to many trial courts: extraordinarily heavy calendars; work loads that leave too little time for measured and thoughtful decision making; bureaucratization, in which the

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machinery of process and regulation tends to overwhelm individually tailored judgment; and a sense of powerlessness, the inevitable result of continual exposure to human suffering — alcoholism, drug abuse, poverty, family breakup — without the means to address effectively the problems underlying that misery.

Thus, almost five years ago, we decided to run a pilot experiment for 15 of the state's District Court judges. For texts we chose Melville's *Billy Budd* and Brecht's *The Caucasian Chalk Circle*, and we devoted a seminar to each.

The pilot turned out to be a great success: the seminars were alive and exciting, engaging full participation, with animated exchanges between the judges. We learned that the great literary works had a power to move and inform that dwarfed all other discourse. We also learned that the less direct and obvious the texts were in presenting legal issues the better. The judges were responsive to the fruitful opportunities of dramatic situation, plot and character which could be read as analogous to or comments on their own experiences, and which could engage through identification or empathy. In this we learned our most important lesson: that every seminar had two texts — one text was the literary one and the other text was the lived experiences of the judges which the literary text elicited.

The seminars were highly fruitful in raising a number of themes pertinent to the judicial process: the contrast between law and other systems of value (economic, moral, philosophic or religious); the limited nature of law in addressing many human values and aspirations (how much must be left to the "Last Assizes"?); the role of mercy or compassion in law and the degree to which the judge's personal feelings are or should be expressed or repressed; how judgments are made, especially as the judge is necessarily a product of cultural background,

reflecting biases of his own (Vere is a career naval officer and though a studious man, his studies are "unshared," isolating); the problem of inequalities before the law, and the relation between adjudicative and distributive justice, with related questions of the effect of class, race and status on the rendering of judgment (Billy is a poor foundling, an impressed seaman, illiterate, powerless); and whether individual justice is ever served by making an "example" of a man (Vere has acted to prevent a mutiny).

In Brecht's *The Caucasian Chalk Circle* there are two stories. The first concerns Grusha, a simple peasant servant in the royal household, who during revolutionary turmoil rescues the infant prince abandoned by a mother more interested in saving herself and her wardrobe. Grusha raises the boy as her own. At the restoration of the old regime, the case is presented to the court to determine which is the true mother: the biological mother or Grusha, the nurturant one. It is the Solomon story. And the judge turns out to be a vestige of the time of turmoil — a craven, drunken, boisterous, hearty, irreverent spirit — Azdak. He is the "good/bad judge" who openly takes bribes, knows no law (he uses the statute books as a seat or a footstool) but, ironically, does more justice than all the preceding judges who presumably had gone to Ivy League law schools, made law review and been well-connected. Thus "the good (morally), bad (professionally) judge."

You can imagine the discourse this aroused: about the case and the judge, and about the conflict between the law and justice, between law as a reflection of class interests and the claims for justice made by ordinary people. Is there something about the professionalization of law which tends to destroy the possibilities of justice? Brecht does not make it

easy. He presents not the commonly observable tension between law and justice, but the startling and persuasive picture of justice being done only in the absence or defiance of the legal system. If the Marxist implications troubled the judges, they did not show it. They candidly spoke of the problems presented when judgment is rendered by a "superior" in class or authority (as in *Billy Budd*) upon someone powerless, from a disadvantaged class. Finally, the judges asked how Azdak's canny, nonlegal, seat-of-the-pants justice would have withstood the relentless second-guessing of the media — just as they had previously asked how Vere might have acted in the fishbowl of public scrutiny rather than in the closeted privacy of his ship at sea.

Along with these themes a number of moral issues relating to the judge's role in the judicial system and in society were discussed. Some difficult and important questions were thus uncovered: What does it mean to stand in judgment on one's fellow men — how can that role be reconciled with the command, "Judge not that ye be not judged"? What are the implications of the isolation in which trial judges are necessarily placed by their work? Are they thereby cut off from vital experiences and viewpoints? How best to select, educate and prepare judges for their work, especially in relation to troubling decisions required of them which involve clinical judgments outside their purview (e.g., how to handle the mentally ill, family division)? To what degree should public opinion and the community's moral sense be allowed or encouraged to influence the court? Does society want human judgment or mechanical law "strictly" enforced? How are judges to deal with the moral, psychological and emotional complexities of sentencing? What is the trial judge's role in relation to the law — is it as a mediator, an adjudicator, an applier of law made by others or a more creative actor in the process?

It would, perhaps, be useful to cite several, among the many, examples of how other literary texts stimulated discussions which touched on the judges' experience. In two texts, which we used in later sessions, Heinrich von Kleist's *Michael Kohlhaas* and Lope de Vega's *The Sheep Well*, questions were raised with respect to the justifiability of rebellion when law becomes a vehicle of tyranny and oppression rather than a reflection of equity or justice. These texts raised difficult questions of what a judge may or may not do in using his personal conscience to stretch, get around or even veto an unjust law. What should a judge have done in Nazi Germany, where the law was a tool of the most evil and lawless regime known to us? Can we say that there is a legal system present at all when it is serving such evil purposes? If we disregard the formal legal system because it is without the morality of law, then what do we put in its place? Is there a "higher" moral law to which a judge can have access? How does he find it — within conscience, within religious principles, or is there some other way of discovering it?

One of our most vivid exchanges concerned whether we should be satisfied with what "worked" in the law; i.e., if dispositions worked out, we should not be so concerned with the measures taken or the technical rules violated. This was raised as to both Azdak's funky justice (which happened to work real justice for the parties involved) and Vere's judgment on Billy Budd (the judgment and hanging being viewed not on its individual merits, but as serving the image of authority and preventing a possible mutiny). In this connection, one judge told the following story. He was a young recruit during World War II and his barracks were beset by a series of thefts of personal belongings. After several weeks, during which the military police were useless, several men came to the captain and said, "We know who did it." They did not, however, have evidence that could convict the culprit, so the captain said, "Break his arm, but don't let me know about it." They did just that

and the thefts stopped. The judges were deeply troubled by this story and its compelling logic. When asked if they might not, to stop a series of serious crimes, engage in some such practical wisdom, they responded, fairly unanimously, no. Why? Instinct said no, but the reasons were hard to articulate. Was the form of law important for its own sake? What if a human life were at risk? Should we not deviate from form to use a shortcut that "worked" and thus save a life? What are the dangers of such shortcuts for achieving justice-in-the-long-run? When should the legal system "wink" at the forms to achieve good results? Is there a distinction between mere legalism and more substantive principles of law? These were the kinds of questions constantly raised by the stories we read.

Through these questions, and the personal experiences of the judges shared in the seminars, a number of needs or emotional perspectives on the judicial role was revealed. There was a powerful sense among the judges that they lacked real power or autonomy. The exacting processes of the legal system, the lack of any but negative feedback and the inability to address the underlying causes of the problems the judges faced left them feeling helpless to achieve much, not to speak of coming close to perfect justice. In addition, their necessary isolation from each other and the community was a source of concern for themselves and their families, as they were continually required to adjust to public response while maintaining their own proper distance as impartial decision makers. With inadequate rewards, and insufficient proof of their ultimate usefulness, they too often felt out of touch with the very ideals that had brought them into the law in the first place.

We have, since that spring day five years ago, conducted more than 50 sessions of "Doing Justice" seminars, and reached almost a thousand law

professionals from Massachusetts to Wisconsin and Minnesota, New Jersey, Pennsylvania and New York. We have worked with state supreme court judges, trial judges, family court judges, magistrates and, in the knowledge that the dilemmas of the law and the tensions between the formal demands of the system and personal conscience extend to all legal professionals, we have successfully extended the program to prosecuting attorneys, defense lawyers, victim witness advocates and even to parole and probation officers. And then we extended the program to other professionals not within the world of law: physicians, journalists, nurses, school teachers, even business managers.

We discovered that the subject of our seminars was not specific to the law and the legal profession but was generally applicable to all professions; that is, we were raising the problems of what it is to pursue a profession, to be a member of a specially educated and socialized group of people who are empowered by society to exercise power over other human beings. "Burnout" turned out to be a universal phenomenon among professionals — many of whom seem to feel too much pressure, to be without adequate resources and out of touch with the ideas and ideals which led them into their careers.





In every field, we found the themes of power and powerlessness, authority and dependence, self-image and peer approval, the demands of job versus the demands of home, formal professional standards versus personal values and the bite of conscience. Interestingly enough, although we at first retained the title "Doing Justice" for our programs for want of a better title, we soon came to see that it was an appropriate title even when dealing with other kinds of professionals in other settings. We came to realize that all professionals are in some way called on to do justice, though the issues may vary from setting to setting. The idea called justice seems always present. Sometimes "justice" calls for the proper or right allocation of resources by an administrator; or it might touch on the equity demanded of a social worker who must serve the individual client in terms of family interests or in a context of broader social ends. The idea of fairness enters whenever we are dealing with people in the bureaucracies which have come to pervade our work. Finally, and perhaps most importantly, we found the idea of justice inherent in the questions that emerge among our participants: Am I doing justice to my inner ideals, to myself or to my family? Is this what I want to do, what I was educated and prepared for? How resist the temptation to make little gods of ourselves and our work?

Although the ethical demands society places on professionals may differ from profession to profession, there are certain common threads of underlying obligation which may be seen and which, indeed, may be what distinguish "profession" from mere work: to serve, in the large, some important social good and to serve, in the particular, some other person's interest and not our own. The counsels of cynicism may be more evident today than ever, telling us that we only serve ourselves — our pocketbooks, our egos, our narrow professional interests — and that professional ideals are a "cover," lipservice to hide this fact from others, if not

ourselves. If our seminars have done anything, they have shown us that this conflict does indeed exist, causing tension within most professionals, and that an awareness of the conflicting claims between self and others is necessary for individuals to act responsibly.

The literary texts we use have been very effective in bringing out this tension and leading to an exploration of it. In regard to the awareness I just spoke of, there is a problem which surfaces early and usually becomes the grist for the mill of discussion: how can people do their work justly, right or well when they are so much the product of their own limited education and experience?

We know how many judgments are rendered by relatively privileged and protected people upon people of a very different kind: the poor, the powerless, the troubled. How to bridge that gap of experience to make our judgments if not "fair" than certainly "real," that is, based upon a more accurate reading of other people and their situations?

This is a question raised by almost all of our texts. For instance, a Melville text which we use is *Benito Cereno*, concerning a Spanish slave ship, captured by the slaves who cannily present the distressed ship and themselves to an American captain as one which, though in distress, is still in "normal" command of its white Spanish officers. The story revolves around the American captain's misreading of the evidence before his eyes: not believing blacks could be anything but slavish creatures, he can't read the clues indicating otherwise. What kind of judge would he make, what kind of physician? There is hardly a great work of literature which we use — Shakespeare's *King Lear* and *Othello*, Joseph Conrad's *Secret Sharer* and *Heart of Darkness*, Albert Camus' *The Stranger*, Katherine Anne Porter's *Noon Wine* — that does not in some way raise this theme of perspective, of what we see in the world, and thereby raise the question of what is the truth. Not surprisingly, to

answer this question, several of our stories focus on the issue of truth telling — the false flattery of Lear's "pelican daughters" contrasted with the honesty of Cordelia and the true counsel of Kent; a ship captain in Conrad who, harboring a fugitive and creating a false world, cannot, if confronted with a direct question, tell a lie. And, it turned out, that often a lie was itself the moral crux of a story — Marlow's lie at the end of *The Heart of Darkness*, or the lie that poor Mr. Thompson has his religious wife tell in his own search for absolution for having killed a man. And close to lies are the excuses we live off as we deceive ourselves or "cover our rears." Bureaucratic life, in which so many of us are embedded, occasions too many instances — so our participants confess — to play things safe, or pass the buck or compromise our ideals, justifying it by some "cover." George Orwell's *Shooting an Elephant* provides a nice illustration of this moral shuffling. The colonial policeman has, against his better judgment and under the pressure of a native crowd, killed a valuable domestic elephant who had, during an earlier rampage, killed a coolie. "Afterwards," he says, "I was very glad that the coolie had been killed; it put me legally in the right and it gave me a sufficient pretext for shooting the elephant. I often wondered whether any of the others grasped that I had done it solely to avoid looking a fool."

I suspect that the success of our sessions depends on the way the works we use tell stories which are often about characters who themselves want to be heard and be justified. This somehow encourages the participants to tell their own stories and to hear in a fresh way the stories of their fellows. Our hope is that when they leave the sessions these stories will have given them new perspectives, beyond pretext, to confront their day's work a little more truly or bravely. If we succeed, we can thank the great literature that touches our lives in mysterious ways and illumines the world around us. ■

## Public Service: A Personal Perspective

by Chief Justice Samuel E. Zoll



*Samuel E. Zoll is Chief Justice of the District Courts of Massachusetts. He has experience in all three branches of government, having formerly served as mayor of Salem, Massachusetts, and as president and a member of the Salem City Council. He has a J.D. from Suffolk University and Salem State College. Chief Justice Zoll conceived the idea that led to the creation of the Humanities and the Professions program at Brandeis as an attempt to help judges cope with the frustration, stress and "burnout" which resulted from their growing calendars of cases dealing with human suffering. His wife Marjorie is a Brandeis alumna, Class of 1959.*

Having had the privilege of service in all three branches of government, at both the local and state levels, I often think about the different kinds of skills, approaches and attitudes necessary to carry out one's responsibilities in each branch. The public perceives each governmental position in so many different ways, and is affected in its perceptions by so many external forces, that I long ago raised the flag of surrender in my effort to determine the what and why of how one is regarded as a public official. The great value of that capitulation is that it permits me to concentrate on sorting out my own assessment of what "public service" is all about. Until now all I have done is think about it, never summoning the ambition to put pen to paper. The thoughtful invitation by the editor of this respected review comes at an opportune time, professional midlife having arrived and stimulated the need for a catharsis.

I would like to contrast briefly the dynamics of my experience in elective office with my experience in the judiciary, and also reflect on some of the tensions of judicial service.

I have been a state legislator in a body of 240 members, and my role in floor debate was much more extensive than my actual influence on any legislative decisions of historical significance. The diffuse nature of the legislative process allowed me the luxury of making decisions true to my philosophical bent with far less concern for the impact on implementation. After all was said and done, if things didn't go so well I could always blame the governor. Local constituent problems and an abundance of neighborhood advice drew me very close to community attitudes and needs. I was not shielded from public opinion by either staff or distance.

Upon election as mayor of Salem, Massachusetts, a dear and sagacious friend told me that the secret to performing well and, most importantly, surviving as mayor was to surround myself with people much smarter than I. This I did. Thus, before any of my ideas, some of which were exciting but of dubious practicality, were exposed to public view, they benefited from exhaustive scrutiny and analysis by persons of great talent. Upon submission of a proposal to an 11-member city council, most of whose members harbored the not-so-secret ambition to be mayor, further debate sharpened the truth and consequences of my ideas. With the daily presence of the local media, probing and poring over my motivations, there was little room for unexplained action. The critics-at-large were always anxious to get into the fray, either because of strong issue orientation or simmering feelings which were the residue of prior election campaigns. Free advice from every source was in abundance. The review process was relentless, and the advice voluminous, before any decision by his honor the mayor became final.



When I became a judge in the court in my home community, I quickly discovered that on the bench there is room for only one chair and one occupant. Gone were the braintrusts and the advisors, who had gathered around the conference table guiding me with their wise and profound suggestions. There was no telephone immediately at hand to call for assistance, and no incoming calls for me, as the interest in my daily work was almost nonexistent compared with the give-and-take of elective office. Judges are appointed to serve to age 70 with the potential for removal for only those indulgences which are easy to avoid. We therefore require no reelection strategy.

As a judge, you must routinely decide the guilt or innocence of thousands of people. This sober act must be done quickly and without independent advice. Your friends and foes alike are essentially disinterested in what you do in the vast majority of cases. It is violative of judicial canons even to discuss a specific pending case with an expert in the field whose opinion, in other circumstances, you would ordinarily seek. The media do not have the resources to pay close attention to the cases you hear, except those which are titillating or egregiously offensive to community standards.

There you sit, all alone, deciding upon the most precious asset a person has in life, and by my late father's definition, the only asset a person really carries both during and after life: his or her reputation.

In the older, moderate-sized community of Salem, in which I usually sit, genealogical recollection is an art form, and what I decide about a person's fate follows the defendant and his family for generations. While the defendant has the opportunity to appeal my decision, a reversal has far more prominence in the law books than among people in town, who are totally unaware of higher courts or who feel that the legal hairsplitting of the appellate judges can't compare with the sound thinking of their hometown judge, who knows what the real story is and decided accordingly.

It is a serious responsibility. Apart from the requirement that you be fully conversant with the particulars of the law and procedure, you also must have the facility to move cases without delay. Day after day, from morning to late afternoon, a mix of people come before you, often with their affairs in chaos and frequently without the ability to bring any order to their lives. I do not refer to the career criminal, whose sophistication often allows a successful eluding of the law, nor to those who commit the most heinous or assaultive crimes, designed to satisfy a preconceived plan or desire. Those are generally the easy cases. What proves difficult are those defendants whose conduct in the community is more than an annoyance but short of major lawbreaking; those whose emotional stability

somehow rejects treatment; those who wander aimlessly into unplanned crime or unacceptable behavior; those in a marital situation in which either or both parties cannot cope with the strain of events and thus turn on each other; the struggling juvenile or young adult who is vocationally unequipped and who plays follow the leader, oblivious of the consequences of impulsive action; and those with varying degrees of alcohol dependency, a group that constitutes a very large portion of the business that comes before the community court.

Often after a day during which most of these cases are presented over and over, I return home emotionally spent. This is in sharp contrast to the euphoria of the political campaigner who went from early morning to late at night attending public gatherings of every nature.

While I try not to second-guess my own decisions in specific cases, I sometimes carry in my memory for long periods the usually unstable circumstances of the people who appear before me. Where guilt is found, limited outside resources for offender assistance and long histories of personal turbulence narrow the options and tax even the most creative judge's imagination as to disposition. Probation officers and the court clinic assist in the development of a sentencing proposal, but the ultimate decision is the judge's. Cases remain fixed in my mind during the interim between conviction and sentencing, yielding only to more of the same on the following days.

An integral part of this continuing mulling over is the reality of the victims and the vivid pictures of their trauma. Often their lives never can be the same nor their property restored. How do you convey to them, who are so deeply hurt, that you have considered them in searching for the right result? In attempting to explain a less severe sentence than the victim desires, the judge always runs the risk of being thought a "bleeding heart." But the offender's criminal history and hope for a turnaround in life are considerations that also must be balanced with punishment and ensuring stability in the community. The judge must continuously wrestle with these competing needs to be sufficiently punitive and yet cognizant of the potential for successful rehabilitation. It is an inescapable awareness of a heavy responsibility.

Each case must be treated individually because of the defendant involved and because each act is a major crime in its impact on the victim. You must continuously feel the emotions of each side in order to prevent the onset of cynicism and insensitivity. Repeated exposure to similar crimes and multitudes of litigants must not lead to trivialized treatment of either the offense or the offender, but it is a temptation that sometimes requires great powers of resistance.

Amid all of these courtroom duties is a judge's administrative accountability in the form of court management, involving supervision of budgets, employees and physical plants in an environment of ambiguous authority and uncertain responsibility. The nature of the skills and patience necessary for the effective management of such an operation is totally different from that required in deciding cases. Constantly changing court procedures, the advent of new technology and modern rules of employee relations increase the necessity for the judge to be on top of things in the administration of the courthouse. My brief reference to this demand is not intended to minimize its drain on one's energy, which can be considerable.

Because of the range of life situations that comes before the judge in the cases he or she hears, I believe that those who are best equipped for the position are those with the broadest range of exposure to contemporary thinking and activity. Yet, paradoxically, when you assume the bench you are channeled in a different direction. The ethical limitations imposed by statutory law, judicial canons and your own sense of propriety and impartiality severely limit extended socializing by judges. The relief, pleasure and enlightenment that usually accompany close friendships are no longer as available as they once were. Often those friends with whom you shared years of close association, either by their own choice or by deference to your position, draw distant rather than closer.

At first glance, all of the many tensions appear virtually to guarantee frustration and despair. What confidence can the public have in the quality of decision making and the long-term physical and emotional endurance of those who judge other human beings?

I spend a substantial amount of time in my capacity as Chief Justice of the District Court system addressing problems that are a result of the peculiarities and uniqueness of the judicial environment. The statutes which define my supervisory relationship to the 152 judges in 69 different locations throughout the state contain little or no recognition of these very human elements, but they do provide the vehicle for addressing some of these concerns and they allow for

the development of approaches which are both preventive and palliative in nature. I try through the combination of empathy and candor to encourage free and open discussion relating to these concerns among the judges. As the team manager, it is my responsibility to develop insight into the needs, feelings and reactions of my colleagues. Getting to know each of them well and encouraging a relationship of shared thinking is an obligation that I consider very important. Individual visits with each of the judges, and easy accessibility to them, promote opportunities to address problems and concerns.

Changing assignments from court to court, the judges have the opportunity to hear other types of cases in different environments and is a partial antidote to the impact of repetitiveness. We are developing stress management programs for judges, and we seek to bring greater balance to the workplace by creating refreshing outside academic opportunities, such as the Brandeis University humanities seminars, which bring judges to the campus for study and discussion and provide intellectual moorings that can often be lost in the "nuts and bolts" of daily life.

My most serious obligation, however, is to set a tone and to articulate repeatedly to my colleagues the very positive nature of the positions that we hold. Fortunately, I am almost always preaching to the converted. My message reflects the conviction that being a judge is having a position of great honor and prestige which comes to very few, but that the dignity of the office and the esteem in which one is held by others is intrinsically connected to the manner in which *each individual judge* conducts himself or herself, both personally and professionally, and not just by the nature of the office itself. If you are fair, just and sensitive you will enjoy much personal respect. If you are not, the honorable qualities of the position itself will not save you.

The authority of judicial office is penetrating and the trust sacred. What you say or do has great impact on the community you serve. You are at the center of the action daily. Such primacy of position, if balanced by humility, can bring a continuous recharging of the batteries and a sense of purpose to each day. If you supplement this with a solid knowledge of the law, a feel for people and a peace within yourself, you are truly fortunate, and you have the essence for a deeply satisfying professional life. At the end of each day you can feel you made a contribution, did something worthwhile and in your own individual way shifted the course of human events. If a judge can combine this great feeling of worth with a sense of history, the often wearing judicial process can become a source of deep personal satisfaction, and the public can be confident that it is being well served. ■



# Of Bears and Writers

by Joseph G. Cunningham



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As a psychology professor working mostly with children and college students, I was pleasantly surprised by the invitation to join the faculty of the Humanities and the Professions program. My task would be to lead discussions of plays and short stories in day-long seminars with various groups of professionals, such as clerk magistrates, teachers, probation officers and attorneys; they were advised that we would use literature as a vehicle for exploring significant issues and conflicts in their work.

The prospect excited me. I remembered how, as a high school freshman, still an altar boy, I was at once thrilled and disturbed as I read stories by Jack London, Shirley Jackson, William Faulkner and James Baldwin. They had permanently altered and enriched my sense of self and my view of the

world. Ironically though, as my education continued, the steadily increasing demands for technical and professional reading left less and less time for the works of the great writers. I was eager to return to their world, and to share it with others as a teacher.

After agreeing to participate, though, I grew apprehensive. Trained as a researcher and clinician in psychology and child development, I knew little about literary analysis. My knowledge of the lives and times of the authors was limited. Also, the program participants were older and more experienced than the children and students with whom I usually worked. My enthusiasm would carry me into the program, but I harbored reservations about how I would be able to teach working adults through the use of literary texts.

The participants arrived with their own reservations as well. "I loved reading these stories. I can't wait to talk about them," a chief probation officer exclaimed, "but I don't see what they have to do with my job." Another concurred, "I've been in staff development programs before, but nothing like this. You've got me stumped. The stories were great, but how's this going to work?" Many participants seemed to share my sense of excitement and uncertainty.

Doubts about how, or if, the program would work dissolved soon after the start of every session. "What do you make of this captain?" I asked a group of chief probation officers to open a discussion of Joseph Conrad's *The Secret Sharer*. "I love this guy, but I think he was dead wrong," said one participant. "He's trying to do what's right. He cares about his crew and he's in a tough situation being new to the ship. I see that. But he risks his ship and his crew to help this fugitive,

Leggatt, escape. I can't go along with that." "No way," objected one of his colleagues, "he saved his buddy and firmed up his command; let 'em know he was boss. He steered that ship through shallow water like a lifer. He did it all." After several other participants joined in the debate, the discussion leader asked, "In your role as supervisors, could any of you identify with the captain's sense of insecurity in his first command?" One of them recalled "how hard it was to become the boss of the guys I'd worked with. We were all line P.O.s together, then suddenly I was the chief." "I took over in a different office from the one I came up in," noted another, "but I still wasn't sure I was ready to handle it." Several other participants objected that, while they too had felt somewhat insecure, their stresses were less intense than the captain's conflicts and their adjustments less difficult. However, they recognized the possibility of confronting such sharp conflict in their work when I posed a hypothetical dilemma: "What if, on assuming your position, you were informed by the outgoing chief that he has been winking at the frequent absences of a parole officer who is caring for a chronically ill member of his/her family?" "That'd be a tough one, and things like that do happen," one acknowledged cautiously, as his colleagues nodded in silent agreement.

I had learned quickly, along with the participants, that their varied and vibrant reactions to the texts provided all of the analysis we needed to keep the discussion exciting. My job as a teacher was to probe for their reactions without evaluating or assessing the literary merit of their views. I could then lead the discussion by following the participants — listening to their responses, drawing them out, eventually helping them to weave their lives together with those of the characters in the texts.

Listening to people and helping them identify and express their feelings and conflicts is a fundamental aspect of work in clinical psychology. Of course, one need not be a therapist to recognize that it is difficult to perceive, acknowledge and address the emotional conflicts and moral choices in our lives. We may overlook sadness or disappointment and put on a happy face. We find it hard, at times, to express our love to a family member or friend. We may vehemently deny anger or tremulously insist that we are not afraid. We tend to justify the rationality of our moral choices to others, while privately feeling guilty that we aren't better than we are. Sometimes we consciously and intentionally choose to avoid, pretend or deceive. Often, though, such behavior is automatic, without awareness, and we realize the contradictions and inconsistencies between our feelings and behaviors only in retrospect, if at all.

While our own feelings often elude self-awareness, the emotional struggles and moral conflicts of others tend to draw us in and rivet our attention. We watch televised drama and we flock to the movies; we read the human interest story before the editorial; we gossip about the neighbors. We have morbid fascinations and vicarious thrills. The realization and expression of feelings and conflicts is somehow easier when we talk about others than when we talk about ourselves.

These complexities of our emotional and moral lives have only begun to be understood by research and theory in psychology. Our knowledge of emotion lags far behind that of other processes such as perception, language and memory. Nevertheless, both basic and clinical research has explicitly confirmed what was implicitly reflected in the myths of ancient Greece and the parables of the Bible: our ability to perceive and respond to the emotional and moral struggles of others can help us to learn about ourselves. A good story can teach us much if we know how to listen.



In the Humanities and the Professions program, we've learned a lot about listening to stories. Like most readers, the participants react most vigorously to the moral dilemmas and emotional conflicts of the characters in the stories. The goal of the program is to help them move beyond those reactions to the realization, expression and thoughtful consideration of their own feelings, behaviors and choices. We've learned that some methods work better than others in that regard. For example, we have sometimes asked the participants directly if a story reminded them of any issues or problems in their jobs. It doesn't work. While one or two of the group might respond, they rarely generate sustained and lively exchanges. We have had much more success by asking which character in the story would make a good teacher, or public defender or clerk magistrate. A chief probation officer gave an intriguing answer to this question in a discussion of Eugene O'Neill's *Long Day's Journey Into Night*. He suggested that if the realistic depiction of the troubled and alcoholic Tyrone family were written today, it might well include a character from a social service





problems. Their ability gets smothered and I get angry. They need so much more than I have time to give." Finally, a teacher broadened the issue with a rhetorical question. "Do we teach only how to think or also how to feel and how to live?"

We also have learned that all stories are not equally useful. For example, stories with plot lines and events that are somewhat removed from participants' everyday experiences are more effective than those that mirror such experiences. We once had a group of parole officers read three stories, each having elements of crime and punishment in the plot. *Almos' a Man* by Richard Wright is the story of a black adolescent in the rural South who runs away from home after accidentally shooting a farmer's mule with his first gun. In Katherine Anne Porter's *Noon Wine*, a dirt farmer commits suicide, unable to reconcile his guilt over being found innocent of murder after killing a man. In Ernest Hemingway's *The Short Happy Life of Francis Macomber*, a blast fired by Francis' wife Margo kills him in his moment of triumph as he is about to shoot a charging buffalo.

The parole officers argued energetically about the crimes in each of the stories. "I think Margo was aiming for the buffalo, trying to help her husband." "You're crazy. She had it with him. She blew him away." They were caught up in reacting to the stories as cases, like those they deal with every day. Thus, these officers were less inclined than other groups to move from discussions of the stories to open and personal explorations of the difficulties and conflicts in their work. One of the parole officers directly complained during and after the session that he "tried to get into the stories but couldn't. I see that stuff and deal with it all the time. I don't want to read about it when I get home."

Just as we have discovered good teaching strategies, the participants have identified several aspects of the program that help them to learn. They tell us that the renewed vigor and broadened perspective which they carry back to their work derives from the sharing and communication which occur in the sessions. The texts help to put them in touch with important feelings, but they draw strength from learning that they share the same tensions, problems and satisfactions as their colleagues. They also acknowledge the value of hearing viewpoints that differ from their own. "I never thought about it that way." "I wouldn't say this at the office, but . . ." Comments such as these suggest that the program enhances both expression and understanding of the unpopular point of view, as people find it easier to speak openly and listen carefully.

The groups also become aware of differences between their own perspectives and those of other professional groups. One of the stories we have used frequently is *Sonny's Blues* by James Baldwin. It is a moving story of two brothers, one a teacher and family man, and the other a jazz musician and recovering drug addict. Their struggle to understand, to accept and to support each other is set against a background of racism, suffering and redemption through several generations of their family. Teachers and clerk magistrates tend to view the story as an expression of hope, while parole and probation officers focus more on the ever present risk of failure and the pervasiveness of ill will in human nature. In discussing such group differences, the participants are reminded that the nature of their work has an impact on their individual perspectives. The teachers and clerk magistrates generally witness less frequent or intense failures in their professions than the parole and probation officers. An awareness of this helps each group to be more sensitive to the subtle ways that past experience can color or shade perception.

agency. He complained that such a character, whether drawn as a social worker or probation officer, would feel as if he or she had been "told to be an enabler, a helper, but bureaucratically forced to be an enforcer, a threat to the client."

His colleagues responded with a flurry of shared frustrations. "You can say that again. I went into this line of work to help people, but with the size of my caseload I became a cop." Another observed, "We get no credit or recognition when our clients stay out of trouble. But if one slips, we'll read in the paper that we're not doing our job."

In another session, a group of elementary and secondary school teachers were discussing *Othello*. A faculty member asked which character would make a good student. "I don't know about a good student, but Iago reminds me of some of the delinquents I've had to deal with over the years." "You mean the type of kid who's really bright, but also nasty, always disrupting and challenging. I know what you're talking about," agreed another. "Those kids have emotional



As a psychologist working clinically with children and researching their emotional development, I left refreshed and replenished by my participation in the program. It has broadened my perspective on the remarkable complexity of emotional awareness and communication, and renewed my energy for the clinic and the lab. It also led me to discover a reassuring parallel which existed in another area of my work.

From the first discussion I led, I sensed that I had done something very much like this before. I later realized that this impression resulted from some informal teaching I do with young children. As a researcher in emotional development, I collect data from many three- to five-year-old children. Some time ago, I decided to try to return the favor by teaching

them a little about their feelings. I visit the Lemberg Children's Center at Brandeis for the happy purpose of introducing the kids to a group of furry friends I call the Bear Family. They are an extended family of what most people who have reached the age of reason would call stuffed animals. It includes Mama Bear, Papa Bear, their children, Bobby and Suzie Bear, and associated hangers-on such as their neighbor, Bully Buffalo, their Irish cousin, Paddy O'Bear and his dog, Corky.

With some assistance, the bears and their friends tell stories and play out events and, like characters in literary texts, speak for themselves of their joys and sorrows, their fears and their triumphs. And just like the seminar participants, the age-peers of the children's parents and grandparents, the children listen to the animals and they listen to each other. They listen as each in turn gives testament to fear of the dark, to anger at a sibling, to the sadness of separation and loss, to the comfort of reunion. In one of the bears' stories, Bobby, Suzie and Bully are elated at the arrival of the bears' cousin, Paddy, who is visiting from Ireland for two weeks. As the animals express their happiness and excitement, the children talk of different events in which they have had similar feelings. "I can write my name by myself." "Tranzor-Z tried to catch me but I ran away." "My birthday is in January." And as the animals become less animated and begin to sound sad at the approaching end of Paddy's visit, the tone of the children's remarks changes as well. "I used to cry when I was a baby." "Frank still cries when his mom leaves him here." After Paddy leaves, one child says softly, "My Grandpa got real sick. He went someplace far away. We won't be able to see him anymore." The animals and the children help each other to talk about their feelings — naming them, connecting them to events, exploring new forms of expression. The children use the stories as their elders do to realize and express their own emotions and to share the feelings of others.



The impact of the children's interactions with the Bear Family is enduring. When I walk past their playground to my office, they shout to me: "How are the Bears doing?" "Does Bully still live next door?" "When will Paddy and Corky visit again?" Their enthusiasm and appreciation mirror the sentiments expressed in letters we receive from the professional groups. They sometimes write to thank us for reminding them of the way that literature touches them and helps them to appreciate the universal qualities of human experience.

I share their appreciation of the power of stories, whether told simply by childhood bears or elegantly by accomplished writers, to make us listen to ourselves and to others. I will always be grateful for being reminded of what a wonderful thing a story is. ■



# A Way Out of No Way: Humanities at Jefferson Park

by Kent Jacobson

Jefferson Park is a 309-unit, three-story public housing project off Rindge Avenue in North Cambridge. At night, particularly if you are white and middle class, and think of Cambridge as Harvard and MIT, Jeff Park can be unsettling. The parking lot and surrounding streets are poorly lit, causing the visible world to shrink. Shadows stretch everywhere; litter scuffles underfoot; the outside doors are all unlocked (none of the front doors have locks); blacks and white Hispanic teenagers and young men are hanging out in the hallways and stairwells.

Thus, in the spring of 1981 when Andrea Loewenstein sent me an outline for a reading and writing program in Jefferson Park, my first reactions were cool. Such programs can be expensive for a foundation with scarce funds.

But a closer look revealed just how unusual this one was. Loewenstein is the great-granddaughter of Sigmund Freud. A lean, gentle, intense woman in her middle thirties, a writer and critic with teaching experience in a variety of settings — small colleges, public schools and prisons (she would later publish her first novel, *This Place*, set in a women's prison) — Loewenstein, I concluded upon meeting her, was onto something.

Growing up, she had been torn between two worlds which seemed to her irreconcilable: the world of literature and its study, and the world of the disadvantaged. Then at 19, during the civil rights movement, she taught in Edwards, Mississippi. It was a summer Office of Economic Opportunity program, the students were poor and black — they were about to enter previously segregated schools in the fall — and here the two worlds which she saw as divided came dramatically together. She assigned the students James Baldwin's *Blues for Mister Charlie*, a play which depicts segregation in the South. She asked if the play was "real." A flood of shared experience filled the room as the children talked and shouted and wept.

That summer never left her. Loewenstein went on to do graduate work in both social work and English, and afterwards directed classrooms of displaced homemakers, teenaged mothers and then incarcerated women. But now instead of teaching in an already established program, Loewenstein intended to initiate and design her own at an unlikely site. The place also made this reading and writing program strikingly special.



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*As a person for whom the written word has been an essential since childhood, I feel that literature should be accessible to everyone — both as readers and as writers. However, in 10 years of teaching poor people, I have seen that, on the contrary, this accessibility has been almost systematically denied to everyone in our society below the middle class. What could be a means of exploration on a path out of the loneliness and isolation which often accompany poverty is seen as "their property," as much as, if not more than, fine houses or trips to Europe. In teaching I have made a consistent effort to bridge that gap — to let students know that both they and their words are important, and that while they may not be able to travel they can have access to ideas, other cultures and other lives.*

Andrea Freud Loewenstein

In the daylight Jefferson Park isn't the South Bronx. There are no fractured windows (except in buildings being readied for renovations), only occasional graffiti, few discarded cans and glass, no roaming gangs of hostile adolescents. Instead, there is bland brick, functional architecture, lots of chain-link fence (mostly intact), a playground (admittedly with all the swing-chains broken), some grass, a few shrubs, trees and even flowers in several window boxes. The project is small by public housing standards, about 600 people, and consequently residents know each other. They call to each other across courtyards and gather in small groups outside.

None of which means life here is easy. About half the residents are white, a quarter are black, 10 percent are Hispanic and a fewer than 10 percent are Haitian. Approximately 70 percent of the households are headed by single mothers, and a majority are dependent on some form of government assistance. The racial mix, the low incomes, the dependence on welfare, the isolation that results from a lack of public transportation, the simple fact that Jeff Park is public housing, all contribute to a stigma of "the project." Residents can't escape the outside world's demanding stare: "They had to do a TV show on drugs and crime, so they just naturally came here. They figured that anyone that lives here has got to be either a junkie or a criminal." The tone is defensive, suggesting a fortress mentality. "Us" versus "Them." But people who inhabit fortresses are fighters, and people in Jefferson Park have not lain down. Not yet.

While the world outside seems hostile, life inside often seems little better. Your neighbors and family are the only ones on whom you can depend, but they are also fellow outcasts. "We're stuck here together, whether we like it or not," Judy Dean says of her neighbors. "It's not a good class of people," complains Gwen Nall, a woman who has lived in Jefferson Park all her life.



Andrea Loewenstein



(left to right) Coreanna Battle (holding baby, India), Yvrose Phrophete and Michelle Gabow go over an assignment together.

Marked by distrust and lack of self-worth, these women tend to see the problems and struggles in their lives only in the most personal terms. Thus, life is unmanageable because of "that bitch down the hall," "my goddamn kids" or because "I can't help it, I'm just too stupid, too low class, always was." Whether it is the self or the nearest immediate other who is blamed, the feelings that result are frequently hopelessness, paralysis.

*I struggle to find an exit . . .  
because this no way  
is a stumbling  
block . . .  
to the space outside,  
to the ocean, to the great stretches of sand  
a way out of no way  
is what I am trying to find.*

Marie Nares, Jefferson Park resident

With major funding from the Massachusetts Foundation for Humanities and Public Policy, the Jefferson Park Writing Center opened its doors in September 1981. From the outset, Andrea Loewenstein's goal was to encourage the reading and writing of literature. But more precisely, Loewenstein intended to help residents "find a voice in which to express their reality and recognize that reality in others' published voices." Given her audience, she chose texts which articulate the experience of women and minorities: among them Shakespeare's *Othello*, Tillie Olsen's *Tell Me a Riddle*, Paule Marshall's





Brown Girl, Brownstone, Piri Thomas' *Down These Mean Streets*, Tennessee Williams' *A Streetcar Named Desire*, stories by Jamaica Kincaid and Charlotte Perkins Gilman's *The Yellow Wallpaper*. In the next four years, to provoke her adult audience, she used more than 50 titles for writing assignments, group discussions, individual tutorials and optional readings. Loewenstein assumed that reading and writing are "part of the more important process of learning that one is visible"; that together they can unearth the buried self and an unacknowledged, shared, social experience.

Loewenstein set out to establish a group that would meet regularly to discuss texts and exchange writing, but the process that eventually produced a well-functioning group was torturous. During the first month, women forgot to come. Or they picked a fight with the childcare worker so that they had no babysitter. Or they decided that they couldn't stand to be in the same room with another class member.

Yet slowly, with Andrea's prodding and mediating, participants began to function as a group and classes settled into a routine. Class began with the sharing of journals the participants kept. Each used her journal differently, some to comment on the reading, others to write poetry or prose and still others to recount the events and thoughts and feelings of the week. The class went on to discuss assigned pieces of poetry or short prose. Because the reading levels of the women were so diverse (half had less than seven years' formal education), assignments were brief and readable, with optional readings recommended for the more able.

Discussions almost always began with opinions on the quality of the story in question (not always as simple as it sounds, because some of the readers felt that all sad stories were "bad" and all stories with happy endings were "good"). Then the group would progress to a comparison of the lives of the literary characters with those of the class members themselves. And certain themes recurred: prejudice because of race, nationality, religion or gender; motherhood and its struggles; the relationship between the sexes; dealing with institutions — the courts, the welfare system, the mental-health or medical system; and, repeatedly, female survival and what makes women strong.

Sometimes discussions focused on style instead of theme. The story, *Tell Martha Not to Moan*, bothered several readers because it is written in the first person and in nonstandard English. "She shouldn't be in no book if she don't know how to talk right!" When another reader responded that the author herself probably knew how to use standard English but had deliberately chosen to reproduce the speech of people who did not, there were further objections. "It's degrading to black people," a black woman protested. "I don't want to read about ignorant people." As the character in the story is far from ignorant except for schooling, this led to the question of what makes someone "smart" and someone else not — and eventually to the question of speech and "rightness" — is one kind of English necessarily "righter" than other kinds? (The consensus, surprisingly, was yes.)

To catalyze writing, Loewenstein utilized several strategies. Already mentioned was the keeping of journals. She also concluded each group session with an in-class assignment. On one occasion she had members take a five-minute walk around the project and record the actual words and phrases they heard. The results were a predictable polyglot of dialects, idioms and languages; and for several weeks the class employed this material for experiments with voice. Other times, reading inspired writing: Jamaica Kincaid's story of schooldays, "The Circling Hand," provoked one participant to write a school-memory piece which in turn spurred all participants to write their own.

Finally, visiting humanities scholars (typically specialists in women's and/or minority studies) each brought fresh perspective and a further catalyst to the writing. One scholar guided discussion of *Tess of the D'Urbervilles* and helped readers compare the stigma of being an unmarried mother in 19th-century England to late 20th-century Cambridge. Another presented Emile Zola's portrait of village life in *L'Assomoir*, and paralleled the French writer's depiction of a restricting yet nurturing community of women to the similar community of Jefferson Park.

The group worked well because Loewenstein assisted each member, seeing every participant one or two additional times during the week. She became intimately acquainted with each woman and her children, often served as intermediary with the housing authority or the welfare office or the school, and became, as she struggled to hold the group together, a confidante and counselor and companion.

*Sometimes I think I can't do anything  
Except hide in my little kitchen,  
Behind my little window,  
And watch other people  
Conquer all the nice things  
I wish I had the courage to go out and get.*

Mary Papaleo, Jefferson Park resident, from "Two Sides of Me"

What impact has the Center had? After all, as Loewenstein points out, reading and writing is "no life solution" for the residents of Jefferson Park. "Beginning to write will not make them rich." But the Center has made a difference. Four years after its establishment, the Center is thriving. It has grown from 35 women in the first year to a current 200 participants including children. Each year the Center publishes an anthology of writings created by the adults in the reading and writing program. And, although these are women who were once reluctant to leave their apartments, they now are performing readings of their work throughout the cities of Cambridge and Boston.

A sign of the project's effectiveness is the Center's ability to attract additional funds. While in each of the last four years the Foundation's grant to the Center has remained between \$15-20,000, funds from other sources have ballooned. In 1981, the Center raised \$22,500 from four sources in addition to our grant; in 1982, \$45,500 from eight sources; in 1983, \$75,500 from 10; in 1983, \$125,334 from 15. This summer the Fund for the Improvement of Post Secondary Education (FIPSE) awarded a three-year grant of \$150,000 to expand the Center model to other Boston housing projects, and also to produce and distribute nationally to other adult educators a manual detailing the theory and practice of the Jefferson Park Writing Center.

Each of the foundations that has made grants to the Center was embracing a core principle: that reading and writing literature is a vital tool for understanding self and world. Naming, the not-so-simple work of attaching words to experience, a skill most middle class people take for granted, is power. When Howard Ellman, the protagonist of Ernest Herbert's novel, *The Dogs of March*, struggles to talk with his son whom Howard senses he is losing, the words for his feelings and half-thoughts don't come. Howard can only drift in silence and finally erupt in angry, inchoate bursts. At the unemployment office, handed a form he can read but only in snatches, Howard fumbles with the directions and begins to perspire. He puts the form in his lap and folds his hands. Silent. And defeated.

Silence and defeat. Isolation and distrust. The Center's program in the humanities has changed some of that. Take, for example, the change in Nancy Malley. A strong, warm, nurturing woman and a resident in Jefferson Park for more than 20 years, Nancy resented the Haitians, newly arrived in America, who five years ago were streaming onto her turf. "This project used to be an okay place before all those foreigners came in." Her small, once all-white home community was changing fast. She felt invaded, and helpless. "They must think they're better than us the way they don't even try to learn English."

But then Nancy read Buchi Emecheta's autobiographical novels, *In the Ditch* and *Second Class Citizen*, about the struggles of a black Nigerian, single mother in London, and Nancy's unshakable generosity took over. She came back to the Center to ask if she could help teach the beginning English class, whose membership was entirely Haitian. "When I read that book, I really liked her [the narrator]. I started wondering if it was the same for people who move here [Jefferson Park] from some other country. Then, when I met some of them in class, I realized they seemed so proud because they're scared. And when I tried to learn those Creole words, all of a sudden I could see why they just don't go around speaking English! They're people to me now."

The changes for some like Nancy Malley are dramatic; for others, more subtle. But Andrea Loewenstein concludes: "Although my students are economically as poor as ever, a sense of connectedness has replaced some of their intense isolation, and an increased awareness of their social situation and of some of the issues which govern their lives has replaced the purely personal, self-blaming or scapegoating worldview. They are less helpless and less victimized in their world, and more empowered."

Empowered to speak and to understand. This is the promise and the possibility of public programs in the humanities. ■



# Montaigne Today

by Sissela Bok



*Sissela Bok was born in Sweden and grew up in Switzerland, France and the United States. A philosopher in the field of applied ethics, she received her B.A. and her M.A. degrees in psychology from George Washington University and her Ph.D. in philosophy from Harvard University. She is the author of numerous articles, coeditor of two books and author of the books **Lying: Moral Choice in Public and Private Life** and **Secrets: On the Ethics of Concealment and Revelation**. Professor Bok is studying Montaigne while preparing a book on practical ethics. She is associate professor of philosophy at Brandeis University.*

*I set forth a humble and inglorious life; that does not matter. You can tie up all moral philosophy with a common and private life just as well as with a life of richer stuff. Each man bears the entire form of man's estate.*

*Montaigne, Essays III:2*

Four hundred years before the current debate about the French government's secret plot to sink the Greenpeace vessel, *The Rainbow Warrior*, Michel de Montaigne expressed his contempt for a similar covert undertaking. In an essay entitled "Of the Useful and the Honorable," he tells the story of some Germans who sent word to the emperor Tiberius offering to rid him of Rome's most powerful enemy, Arminius, by poison; and he quotes the emperor's reply with approval: that the Roman people were accustomed to take vengeance on their enemies by open means, arms in hand, not by fraud and surreptitiously. Not all things, Montaigne added, are permissible for an honorable man, even in the

service of his king, or of some common cause or of the laws themselves.

The French debate would have benefited from taking up such precedents. Exactly what is permissible in the service of one's country? And by what standards does one judge what is and is not permissible? We can find help with such questions by going back to classical sources as well as by considering more recent writings on politics and ethics; but we could hardly find the problems more strikingly illustrated than in the life and writings of Montaigne.

Montaigne lived, as we do now, at a time in which partisanship and violence were so prevalent that he thought it possible that civilization as he knew it might not survive. Seemingly endless religious persecution and wars in the 16th century had brought massacres between Protestants and Catholics,

insecurity for all, death wherever he went. The plague decimated the population in his district as everywhere else. In the ensuing chaos, brutality, deceit and betrayal flourished — people were willing to do anything to survive and to elbow their way ahead. Judicial opinions were often for sale and torture was common. Such practices, at home and abroad, required Montaigne, just as they do us, to respond — to take a stand, weighing what he could and could not support.

Montaigne's *Essays*, begun in 1572 and finished in 1592, constitute a remarkable work of reflection on the human condition and of self-examination. Few people have pressed their search for greater understanding as intently as Montaigne. Every aspect of living contributed, for him, to delineating a moral stance. Finding that stance meant knowing who he was and how he related to the world. It meant exploring his own character, his goals, the principles he held most firmly and the way of life he preferred.

Much to the dismay of later thinkers more desirous of decorum and order, Montaigne pursues this inquiry in his *Essays* by spreading out his views on every aspect of life as if in a country marketplace. Sexuality, death, overeating, public service, solitude, pain from gout and other illnesses, hypocrisy, friendship — there is little that he does not bring in, look over from every perspective, turn inside out at times: "I present myself standing and lying down, front and rear, on the right and the left, and in all my natural postures."

Few others convey as he does the actual experience of bewilderment about moral standards and the slow process of sorting out his own views. Around him, Catholics and Protestants were killing one another — civilians and combatants alike —

in the name of the same God. The Holy Inquisition tortured suspected heretics, claiming thereby to save their souls; its persecution of Jews in Spain brought about their expulsion some 40 years before Montaigne's birth. His mother came from a wealthy Spanish Jewish family; among his own siblings, some were Protestant, others Catholic, but all were tolerant of the faith of the others and horrified at the carnage and persecution associated with religious partisanship.

He had served as a counselor in a tax court and in a court of inquiries associated with the Parlement of Bordeaux. Dismayed by much that he witnessed, and deeply affected by the death of his father and of his friend Étienne de la Boétie, Montaigne decided when he was in his late thirties to spend the rest of his life in a sanctuary of his own making — the library of his family estate and the domains around it.

His life would be far from that of a hermit; he would continue to live with his family, run his estate and travel widely; when asked, he would even serve as mayor of Bordeaux and as counselor to Charles IX and Henry III. But his study would be a place of tranquillity to which he could withdraw — a place where honesty and goodness and sanity could survive, where friendship would still be honored and where he could reflect on how best to lead his life. He wrote the following inscription above the door of his study:

*In the year of Christ 1571, at the age of thirty-eight, on the last day of February, his birthday, Michel de Montaigne, long weary of the servitude of the court and of public employments, while still entire, retired to the bosom of the learned Muses, where in calm and freedom from all cares he will spend what little time remains of his life, now more than half run out.*

Montaigne furnished his library with books on history, philosophy and literature. On its wall panels he painted maxims such as Martial's "Neither fear nor desire your last day," the words from Ecclesiastes "All is vanity" and Lucan's "Keep good measure, observe limits and follow nature." By studying his books and reflecting upon the maxims and on examples of lives nobly or foolishly led, Montaigne hoped that he would gain the knowledge he needed for the practical conduct of his own life.

He read deeply among the Greek and Roman classics, returning again and again to Seneca and Cicero, and dwelling at length on the accounts of illustrious lives offered by Plutarch and others. He refers frequently to St. Augustine, and speaks of Thomas Aquinas as having a mind "full of infinite erudition and admirable subtlety"; but he mocks some of the more rigid moral prescriptions based on religion: "these are two things I have always observed to be in singular accord: supercelestial thoughts and subterranean conduct."

As he reflected on the works of these and other thinkers, Montaigne came to doubt his project of extracting from them guidelines on how to lead his own life. The books gave conflicting advice and the examples clashed. What was admirable in one tradition might be an offense in another; France herself tolerated a degree of political corruption and brutality that made him think cultures the French called "barbaric" were advanced by comparison. "Truly man is a marvelously vain, diverse and undulating object," he noted in the first of his *Essays*. "It is hard to found any constant and uniform judgment on him."





Studying the lives and works of others was not enough: there would be no automatic transfer of wisdom, no matter where he sought it. Montaigne concluded that he had to begin an inquiry of his own. He painted new maxims from Sextus Empiricus over the old ones on the walls of his study: "I decide nothing. I don't understand. I suspend judgment. I examine." From study and theoretical reflection alone, he turned to explorations of the most urgent kind; he meant to question all existing norms and standards in order to select principles by which he could live.

When we in turn ask how moral theories, casuistry and human lives can be of practical use in our own lives, we are in Montaigne's situation. Examples clash; theorists disagree; norms may vary from culture to culture. We want to continue, as he did, looking to books and practical examples, but we have to *find* the ways in which they can help us put them to use in our own lives. This is how all philosophical inquiry begins — by questioning and working actively to find answers rather than expecting passively to have them produced.

Montaigne took for granted that it does matter to delineate a life, trying to capture its shape, in spite of all the difficulties of such a task. And that life, however commonplace and inglorious, "bears the entire form of man's estate." As a result, it will, if intimately enough and honestly enough explored, reflect all of humanity. It then can serve, as he said, to "tie up all of moral philosophy."

In concentrating on serving such personal purposes, Montaigne was one of the most articulate exponents of a moral theory of self-interest. This is not to be confused with one of utter selfishness, for he felt strongly about friendship, community and human bonds; rather, it focused on survival first — not difficult to understand in his period — and on what might make for a thriving life in spite of the dangers all around him.

Self-interest requires us, Montaigne held, to keep in clear sight how moral choice affects us. The risks, in acting immorally, of corruption and of self-deception were clear to him. He describes the cruel and the devious becoming more so, and he catalogues the myriad ways in which human beings are blinded by custom and greed to the evils in which they participate. Genuine self-interest requires us, therefore, to be on guard against such corrupting influences and to lead a life we can respect.

In looking for answers, Montaigne grew to distrust the competing absolutist systems in religion and philosophy with their claims to possessing universal standards by which to evaluate all human behavior without exception. But he had equal distrust for extreme relativism — for the voices urging him to abandon all judgment regarding moral questions.

He was willing to allow for great variety in human responses and for differences of views on many matters. But he took a firm stand against breaches of faith and treachery of all kinds, of deceit and hypocrisy and of every form of violence and cruelty. There was never any "opinion so disordered," he insisted, "as to excuse treachery, disloyalty, tyranny and cruelty." He rejected such practices in the distant societies in the New World as well as nearer home. Unlike most of his contemporaries, he even dismissed the notion that whippings were good for children and regarded cruelty to animals as uncivilized, a sign of a natural propensity to cruelty.

When it came to combining violence and betrayal and deceit, as in the secret plan to poison Arminius, the Romans' most powerful enemy, Montaigne ruled out such action as dishonorable, however tempting it might seem in times of emergency.

For the same reason, Montaigne also took a stand against torture — a practice plaguing Europe then as it plagues the world today. And even though his condemnation of torture was severely criticized by papal censors protective of the methods of the Inquisition during his visit to Rome in 1580-81, he refused to suppress it in later editions of his *Essays*. To him, torture was wrong, no matter who carried it out, whether labelled "savages" or honored as judges, noblemen or Princes of the Church.

We should heed his forceful dismissal of torture now that it is so rampant that it has been likened to an epidemic. Technology has helped modern governments carry it out on a massive scale and without leaving the permanent scars that serve as incriminating evidence. International military and terrorist groups carry torture across boundaries; there are even state sponsored training programs and manuals for torture and industries producing the requisite implements. And professionals — doctors, psychologists and court officials — take knowing part in such practices in many countries.

A number of their fellow professionals have protested, individually and through their national and international organizations, but much more must be done in courses and publications and political action to combat the blight of torture. In such efforts, Montaigne will be an ally; his work illuminates both the human capacity for cruelty and forms of conscientious rejection of such practices.

With respect to this problem as to so many others, Montaigne is a most valuable companion in exploring where we wish to take a stand. But reading alone will not suffice for us anymore than it did for him. Like him, we may at first be daunted by realizing that we cannot simply lift out of books the answers to the problems of living; and like him, we should then go on to ask just how we can use both books and other forms of experience in actively working out our moral stance. "Even if we could be learned with other men's learning, at least wise we cannot be except by our own wisdom."

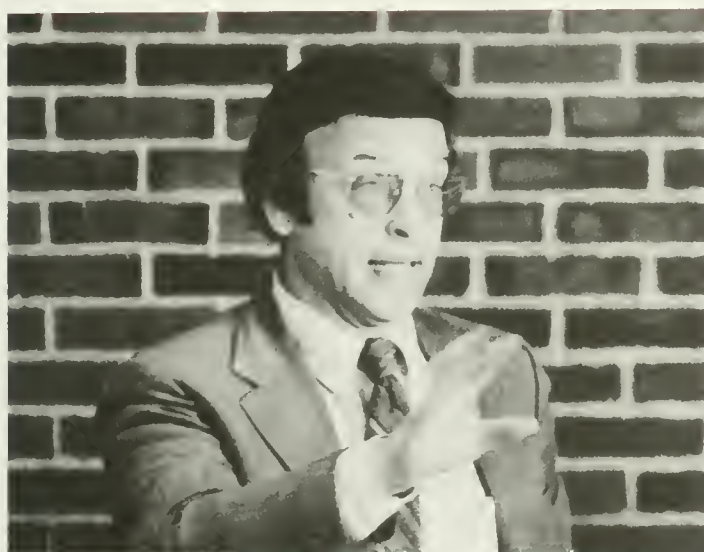
Montaigne could question every dogma, every certainty, without losing his bearings precisely because he held to the common core or foundation of what he saw as the human condition. As his perception of it deepened, he could claim to be of every country and to owe justice to everyone. It was against this background that he could explore his own way of life, his views on large and small matters and "compose," as he put it, his own moral stance — his character:

*To compose our character is our duty, not to compose books, and to win, not battles and provinces, but order and tranquillity in our own conduct. Our great and glorious masterpiece is to live appropriately. ■*



# King Lear Among the Doctors: Are Patients Patient?

by Michael Kaufman



*Michael Kaufman teaches in and is academic director of the Humanities and the Professions program. He earned his Ph.D. in English and American language and literature from the University of Michigan and has presented papers, reviews and scholarly articles on a variety of literary texts and authors. He currently is teaching in the Humanities Program at the Massachusetts Institute of Technology. He has been involved in developing executive education programs for health and welfare professionals, and in creating a teaching syllabus for literature and family counselors.*

Youth, Mark Twain once lamented, is wasted on the young. So too, might he have added, is *King Lear*. For the most part, the play's brooding sense of cataclysmic destruction is lost on 18-year-olds who have just begun their passages. Neither *Lear*'s successive unfolding of human injustice and supernatural indifference, nor its vivid moments of human frailty, moves an audience dreaming only of future possibilities, readers who have yet to confront their own mortal limits. To green youth priming toward maturity, the idea that "ripeness is all" strikes no resonant chords.

Yet when we sift through the lofty testimonies and academic praise of Shakespeare's masterpiece, when we get down to the heart of the matter, what does *King Lear* have to say about the actual practice of living? Does it inform and influence those who read it? How, for instance, would older readers seasoned by their life experiences as parents and professionals respond to this work of ripened imagination?

For me, I must confess, the humanities' potential for direct application to practical life — whether the humanities offer a framework for analysis and understanding that can change our vision and redirect our future, or whether they contain a moral wisdom and aesthetic sensibility that can ultimately be related to an idea of political community — is more than an academic question. My own relationship to *King Lear*, and the entire humanistic enterprise which this play has come to epitomize, has been bedeviled with questions: doubts about the ultimate relatedness of the humanities to human behavior and public life; concerns about whether there is something about the very nature of the humanities that should exempt them from judgments of applicability; struggles to preserve the artistic integrity of works of the imagination and still expect from literature, in Matthew Arnold's phrase, "a criticism of life."

Thus, when the opportunity presented itself to test the hypothesis that experienced professionals will respond to *King Lear* intensely and with fresh imagination, and draw from this humanistic text the most practical of wisdom, I was prepared to confront my inner demons. Indeed, discussing *Lear* with a variety of professional and business leaders during the past four years has demonstrated just how profoundly implicated in the process of living these classic texts are, and how immediate their impact on our sensibilities in confronting practical matters. I have discovered, too, during these seminars, that although the text of the play remains constant, the context subtly changes from seminar to seminar. Like a literary Rorschach, *King Lear* yields seemingly limitless interpretations for audiences of professionals.

Judges, for instance, find reflected in this play patterns of their own vocational and personal dramas. They respond with feeling to the opening scene where Lear pathetically confuses his public authority with his private needs. For many of them, the scene suggests the fragile ground that lies between their own official power and their personal vulnerabilities. The judges take issue with Lear's indictment against the abuse of the forms of authority and his claim that there exists the finest of lines between guilt and innocence. Acutely aware of their own vulnerabilities, the judges feel that their "furred gown of justice" hides very little. Yet, recognizing the public's perception of their awesome power, the judges realize that the administration of justice is, in essence, a distribution of power. They live with the weighty responsibility that these powers not be abused or even *appear* to be taken lightly.



In one of the most spellbinding roles of his long and distinguished career, Laurence Olivier portrays Shakespeare's *King Lear*.

Some judges see in the play's repeated insistence on human frailty the reminder that the rule of law must be complemented by the rule of mercy, which recognizes the common weakness of the human condition, and the extenuating uniqueness of each crime. In this context some learn to name the reason why recently enacted mandatory sentencing laws are so disturbing, for they severely straiten the judge's ability to show some clemency in disposition. But most emphatically the judges' daily experience with the human misery they see before their benches gives powerful authenticity to their relation to Lear's tragedy: for they recognize experientially that an event suffered intensely can bring wisdom and dignity to one who deals honestly with that experience.

Public school educators see with personal clarity one of the play's most disturbing paradoxes: that those characters who are most successful in getting ahead in this world are the least admirable. Teachers are apt to define villainy in *King Lear* as self-absorption and self-interest, and juxtapose such lack of connectedness and loyalty to the idea of service. For them, relatively minor characters — Cornwall's nameless servant who tries to protect Gloucester and the farmers and peasants whose lives are didactic examples of caring — assume larger proportions.

Teachers understand how the fool instructs Lear and make vivid associations with his "all-licensed" pedagogy and their own roles as fools in leading students to a sense of truth. They wrestle with characters such as Kent, Edgar and Cordelia who instruct didactically, ironically or by example. But they realize that Lear learns the most experientially — by feeling certain truths about his self and his relatedness to others.

A seminar of clergy from various faiths found the play to be a mirror of modern alienation and desolation and a recapitulation of systematic brutality in our century. But they also saw in the play a subtle pattern of order and meaning gradually emerge. They responded to the scenes of forgiveness and reconciliation and noticed how the deepest wisdom was expressed by those in the sorriest states. For many of them, *King Lear* revealed a way of knowing and a sense of meaning that caught the essence of the human condition.

What, then, does *King Lear* have to tell us about modern medicine? How does it illuminate in some special way the lives of doctors and those for whom they care?

I had the occasion recently to examine Lear with 20 physicians from a variety of medical specializations. The physicians came to the seminar enthusiastic about the opportunity of discussing so classic a work as *Lear* and to escape from the real world for a while. They left, I believe, with ample stimulation to reflect on their professional roles for days.



Discussion began, as it frequently does when experienced professionals encounter this play, on the folly of Lear's sudden retirement and his demand for adulation which he believed his due simply because he is king, father and aged man. Lear's confusion between his human nature and his borrowed majesty elicited comments from some participants about the difficulties of reconciling their public images with their personal relationships.

But it wasn't until one of the older physicians chided his colleagues for reacting "like doctors" by merely naming Lear's disease and not exploring its etiology that the discussion became so startling. The interesting question for him was not so much what Lear does, but why he does it. From where he sat, taking a medical history is very much like analyzing a dramatic character: it requires of the physician-critic close attention not only to the events but to the speaker's own perceptions and experiences and to the contexts. "Couldn't one say that illness is analogous to drama," another physician said, "in that although it presents itself in discrete, relatively short episodes, it is in reality a process that unfolds over time?" "To know a disease state is not necessarily to know an individual's illness," another stated, "since the character of the person modifies the very nature of the illness."

These perceptions did not change Lear's moral disease — folly and egoism — but they did send us back to the play to discover in what particular ways these flaws had become Lear's unique illness. Such insights into the techniques of character analysis may not seem so startling to literary scholars, but perhaps these perceptions assume more profound dimensions when 20 physicians agree that they should be treating not diseases, but sick persons.

*King Lear* depicts a world where the strictest exercise of human reason produces a fragmented view of life that separates humans from their being. The intellect stripped of all emotional connectedness allows the villains to operate objectively and act at will. All readers are meant to be repelled by the unfeeling calculus of Lear's elder daughters and Gloucester's bastard son. The physicians proved no exception. But they also recognized the same dangers in medical/scientific thinking, which while promoting professional detachment also can alienate thought from feeling. How to confront the chaos of disease and death; how to be involved in human suffering without becoming engulfed by it; how to preserve the individuality of the illness without sacrificing the clinician's objective view of the disease — these were the issues that Shakespeare's drama raised for them.



Morris Carnovsky, considered a great King Lear, played the part in the second performance ever staged at the new Spingold Theater in 1965. Carnovsky taught and directed at Brandeis as artist-in-residence from 1965 to 1970.

Photo from The Actor's Eye, by Morris Carnovsky, copyright 1984 by PAJ Publications, 325 Spring St., NY

It was with these reflections in mind that one physician summoned up the image of two of the more poignant of the play's scenes. The first was the meeting between the mad Lear and Gloucester in which the latter extends his hand to grasp the king's only to have Lear withdraw his, saying, "Let me wipe it first; it smells of mortality." The second was the moment Lear awakens from his madness, recognizes Cordelia and begs her forgiveness. These scenes were concrete, symbolic reminders of how large a role feeling and human response should play. One participant found Edgar's identification of himself as one "who, by the art of known and feeling sorrows, am pregnant to good pity," to be the appropriate definition of the ideal doctor — "the wounded healer" — and the perfect description of physicians' relationships with those they treat.

I use the awkward circumlocution for medical client purposely for I want to emphasize what for me was the most startling revelation of this day. In the course of the discussion the doctors were asked what, if anything, they admired about Lear. From three different parts of the seminar room an answer was returned: "The way he suffers"; "his endurance"; "his patience." As the last comment was spoken a silence ran through the room as insight crystallized into illumination.

It was in Lear's "pattern of patience," his dogged capacity to endure, that these medical men and women had come to admire him. And the leap of sympathy yielded a new perspective. For, in their customary usage, the term "patient" connotes an abnegation of

will, a person confined to "the waiting room" passively awaiting medical intervention. The very neutrality of the term patient assigns to the doctor the role of aggressive savior battling hostile forces that have assaulted the organism.

*Lear* showed the way to an older, more dignified meaning of the word — patient has its roots in Judeo-Christian and Roman philosophy — associated with the virtues of Job, the meek who wait to inherit the earth, and the Stoics. Thus, from antiquity to quite recently, the primary meaning of patient was the ability to "bear pain, affliction, trouble or evil of any kind with composure, without discontent or complaint." (*Oxford English Dictionary*). Patient, meaning long-suffering, and its cognates, forbearing, calm expectancy and persistence, began to lose ground to the modern conception of the word in the 18th century, when the term first appears as a correlative to agent, designating the recipient of an action. But to understand the patient in the radical sense of that word (from the Latin verb to suffer) is to recognize one who must test life in its limit situations, and admire one who possesses the capacity to endure hardship, pain and affliction without despair. If we can learn to view illness as a test of moral character, then the patient becomes the central persona in this drama. From an existential perspective, moreover, courageous endurance is the one heroic posture an individual can strike. So it seems to Lear: "Thou must be patient. We came crying hither; Thou know'st, the first time that we smell the air we wawl and cry . . ." whose own endurance of protracted crises gives him finally a stature he had not attained in all his 80 years as king. Thus it was that one doctor summed up the day's seminar when he asked rhetorically: "Who is the hero in the doctor-patient relationship?"

No reading of *King Lear* can comprehend the play's total meaning; so full is its composition that the play is more like a kaleidoscope than a microscope — diffusing radiating images of illumination rather than focusing and enlarging a single theme. For judges, *Lear* poses problems of distribution and retribution and yields images of authority honored and dishonored. For teachers, the play embraces examples of pedagogy, while for clergy it stands primarily as a dramatic analogue for the profound combat between cynicism and faith. For one group of doctors, *King Lear* yielded with wonderful complexity an insight that momentarily rearranged their world. In the end, this is the applicability of art: its power to tease into life dormant sympathies and unarticulated wisdom, and its ability to help professionals reflect on the very pith of their enterprise. ■



# Liberal Arts: The Gift of Opportunity

by Marcie Schorr Hirsch



*Marcie Schorr Hirsch '71 is the director of the Hiatt Career Development Center at Brandeis University and a lecturer and consultant on human resource management and work issues. The coauthor of *Managing Your Maternity Leave* (Houghton Mifflin, 1983), she has toured extensively discussing issues of work, parenthood and organizational policy and has written for numerous magazines including *Glamour*, *Self*, *Savvy*, *Working Woman* and *Ms.* She is currently conducting research in conjunction with Harvard University's Graduate School of Education where she is a doctoral candidate.*

*Marcie Schorr Hirsch leads Debra Prince '86 through a practice interview.*

One of the most pervasive preconceptions about career development held by students and parents alike is the notion that "you are what you study." According to this myth, English concentrators become English teachers, biology concentrators grow into biologists and today's anthropology majors are tomorrow's Margaret Mead.

While this pattern holds true for some students, it is more the exception than the rule. For one thing, some disciplines cannot employ graduates trained at the B.A. level: historians, for example, are generally required to have professional training to at least the M.A. level, and a doctorate is often preferred. Other fields such as archaeology and theology are simply too limited to absorb the number of students who make those areas the centerpiece of their undergraduate study. How many help wanted ads have you seen lately for philosophers?

Students, and often their concerned parents, perceive the selection of an undergraduate concentration as a commitment to a specific career path. Such thinking can add undue tension to an experience that should be one of the most intellectually

fulfilling in a person's entire life. While the choice is indeed a serious decision and will, after all, shape the student's undergraduate years, it will not either block or guarantee employment in most career areas. For instance, even such previously locked-in tracks as a premed curriculum have undergone transformation: each year more medical school applicants who were not premeds during their undergraduate years are being accepted into medical school. The applicants pick up the requisite premed courses independently after graduation. And today even the more traditional premed student who completes the required premed sequence while still an undergraduate may elect a fine arts rather than a biology concentration.

Indeed, the liberal arts curriculum forms an intellectual base from which students can acquire values, ideas, techniques and habits of mind which prompt lifelong development. At the same time, the liberal arts is conceived to assure graduates a solid foundation for career opportunities. Fortunately, more and more leaders in the public and private sector believe in the value of a liberal arts education. In a world

where specialized education can quickly become obsolete, the individual with broadly based knowledge who has learned to communicate, reason and analyze effectively becomes increasingly valuable. Recent research into the background of CEOs of large companies indicates that they had typically followed a liberal arts curriculum often with a pronounced interest in the humanities.

But for students graduating with a liberal arts degree today — from Brandeis or elsewhere — landing that first "career position" more than ever involves good planning, strategic involvements and effective searching. Without these, making the transition from college to the work force will be a struggle. The concentration is really a secondary issue. Employers have a score of concerns about their prospective employees that go beyond the field of concentration.

What are the issues of concern to potential employers? In designing the program for the Hiatt Career Development Center, we consulted with professionals in banking, advertising, high technology, publishing, counseling, public relations and numerous other fields. We asked the question, "In addition to having an excellent liberal arts background, what else do students need in order for you to hire them?" They responded consistently with the following:

- "Students must know themselves — what skills they have to offer and enjoy using, what they value in a job description." Employers dread hiring someone who discovers, soon after joining the organization, that he or she does not enjoy the work they were hired to do.
- "Students must understand how we operate in the work world." Can a shy, sensitive student find happiness and be productive in a fiercely competitive dog-eat-dog field? Students — and employers — fare better when the prospective employees understand what they are getting into. Whether conditions demand 14-hour days, working on holidays, constant travel or deadline pressure, students who understand what is demanded, and can accept the work world realities of a given field, are those sought by employers.
- "Candidates must offer real evidence of experience — hard proof, examples of work or letters of reference from supervisors to prove they have maturity, judgment, analytical and communication skills." Students who can present a portfolio of work samples, or who have letters of reference from internship supervisors, bear the mark of "tried and true."
- "Having a skill you can put to use on day one helps a lot." Once liberal arts graduates are in an organization, they typically fare well, exercising initiative and the good research and analytical skills they learned in college; most graduates will sniff out potential assignments and make places for themselves in their new situations. Employers know this and

want to hire them, but may have difficulty envisioning what kind of entry-level job the liberal arts graduate can do. If a student can develop work-related skills which fit the entry-level needs in a field of his or her choice, it is easier for a potential employer to sign him or her up: something as simple as the ability to write a press release can ease the way into an entry-level job.

The Hiatt Career Development Center ensures that Brandeis students can respond effectively to these points. Its program takes students initially from the basics of self-assessment as they discover what they want and need in a career; then through the exploration of work world options first through book research, and then through actual experiences in internships from which they gain real experience. It concludes with noncredit seminars designed to teach students the "bridging skills" required to land that first position.

One of last year's graduates exemplifies how the Hiatt program works. Jan came to the Center midway through her sophomore year. She had declared a concentration in linguistics and was concerned about the career implications of this choice. At her parents' urging, she had begun taking computer science courses and had done quite well. Her parents were encouraging her to switch her concentration to computer science.

Upon consultation with a counselor, Jan decided that while she enjoyed her computer science courses, she had, at least temporarily, satisfied her curiosity in this area. On the other hand, the more courses in linguistics she took, the more her love of the subject grew. Further probing revealed that Jan particularly enjoyed playing with language, so we conducted a brief review of career paths in the field of communications with her. It was clear that careers that involved writing appealed to her. She began a more in-depth evaluation of careers with a writing focus and discovered that technical writing tapped several of her strengths.

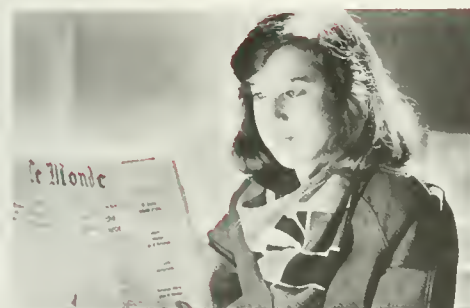
In her junior year, Jan began an internship with a small local high-technology company, which gave her her first real exposure to technical writing. Although the experience offered her only a glimpse of the field, the experience confirmed Jan's interest. And, more importantly, it led to a summer position with greatly enhanced responsibility.

In the fall of her senior year, Jan attended two technical writing seminars offered through the Hiatt Career Development Center. Armed with samples of her work from the summer, and pieces she had generated from the hands-on technical writing seminars, Jan began her job search. She contacted potential employers using the Hiatt Center's computerized career resource network, and participated in on-campus recruitment. The end result: three job offers. Today she is a technical writer with Digital Equipment Corporation, and quite pleased with her choice.

Stories like Jan's abound at the Hiatt Career Development Center. While not all students find a perfect match on their first internship, many use the experience to hone their career goals. Finding out what they do not like is an integral part of the career planning process, but the staff and program at the Hiatt Career Development Center can help to minimize the number of "dead ends" a student encounters in pursuit of the right path.

A student once told me that the best gift she ever received was from her parents. Before she left for college, they told her that she could be whatever she wanted to be. I believe that through the Hiatt program, Brandeis gives students such a gift. Each person is offered the keys to opportunity, and each is granted a chance to identify and achieve his or her potential by creating a career filled with enjoyment and satisfaction.





My internship in the French Cultural Services Office is helping me clarify my career goals. After spending the fall semester last year in Paris, I decided to pursue a career in international business. I would like to work for an American firm which needs someone who is bilingual and also works well with people.

I have a special interest in French language and culture. My internship at the French Consulate is a wonderful way to use my spoken French and gain more knowledge of France. Imagine being immersed in a totally French atmosphere twice a week right here in Boston!

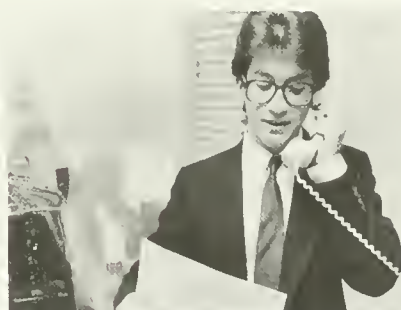
Most of the people working at the Consulate are French. We all must be fluent in the two languages, so that we can use them interchangeably. One never knows in what language the person on the other end of the phone will speak, so they taught me to pick up the receiver and let the caller know that I speak both French and English. I say: "*Services culturels*, may I help you?" One skill I have certainly learned here is to switch from French to English and back again automatically.

The Consulate is located in a beautiful building, a renovated three-story house, on the corner of Commonwealth Avenue and Arlington Street. My main project is researching all of the French cultural activities occurring each month in the Boston area: art, films,

lectures, theater, etc. We compile all the events in our monthly publication, *Le Calendrier*, which is circulated throughout Boston and the suburbs. Aside from that, I spend a great deal of time on the phone giving information on going abroad. I am grateful for the opportunity to improve my administration and communications skills.

If I were not learning so much from the experience, I would be grateful for simply mastering the local mass transit system.

### Julie F. Grasfield '86



My freshman year at Brandeis was full of anxiety since I didn't know what I wanted to major in, let alone what career I wanted to pursue. In the beginning of my sophomore year, I decided to try an internship. After reading materials from the Hiatt Center about internships in a variety of fields, I decided on an internship at a brokerage house. That decision appears to have been one of my best ever: my internship at Dean Witter Reynolds is great.

My responsibilities there revolve around one goal — to increase the number of clients at Dean Witter. I cold call, develop scripts for cold calling, develop lists to call and write letters of introduction to prospective clients. My internship allows me to learn firsthand the range of a broker's responsibilities. I have seen some aspects of the world of investments in this internship that I never could learn in a classroom.

I have decided to enter the field of finance, and although I haven't selected the specific area yet, my internship has given me the opportunity to discover that my interests lie in the world of finance.

### Paul Lehrman '87



Upon graduation next year with majors in English literature and American studies, I hope to develop a career in magazine journalism. The Hiatt Career Development Center helped me obtain an internship with *Inc.* magazine in Boston for the fall semester of 1985. My internship in a research capacity at *Inc.* has given me the opportunity to explore all aspects of a business publication. By doing research for the *Inc.* 100 Fastest Growing Public Companies, I have been introduced to a world of business and finance of which I had little previous knowledge. Working directly with the research editors, I am acquiring journalistic skills including information gathering, computerized data acquisition, storage and retrieval and telephone interviewing.

In addition to research techniques, I also am exposed to the inner workings of this major business publication. During the course of the internship, I will have an opportunity to see how the various sections of the magazine are put together, and I will work closely on the publication of the *Inc.* 100 issue. *Inc.* provides weekly seminars for its interns given by the various editors and senior writers; the information that these staff members provide to students starting out in journalism is invaluable. On a more formal

basis, I am meeting many of the editors, writers and art directors who have made themselves accessible.

This internship with *Inc.* requires hard work in order to complete research for publication deadlines, and offers a rare opportunity to do the research rather than merely observe the process. I am learning a tremendous amount about the nuts-and-bolts of business journalism, and I am very grateful for this exciting hands-on opportunity and the continued encouragement of the *Inc.* staff.

#### **Lisa Jocelyn Pollek '87**



As a senior and still uncertain of my future career plans, I decided to explore new options by applying for an internship through the Hiatt Career Development Center. I wanted the internship to have some relevance to economics — my major field — and to suggest some career choices which I might consider later in life.

In August, I began working at Data Resources, Inc., in Lexington as an intern economist. Within days, I learned two computer languages, LOTUS and EPS, on two different computers. I learned how to plot data for clients.

The wealth of experience I have gained from Data Resources is invaluable. The internship has not only assisted in focusing my career plans, but also has enhanced my education at Brandeis by giving me practical experience to add to my theoretical base.

#### **Leslie Simons '86**



When I first entered Brandeis, I started taking classes in many departments until I found one course in American studies that explored problems in American civilization. I was fascinated when I learned the role the media play in American life and culture, and that course led me to a double major, American studies and English literature, to help prepare me for a career in television journalism.

At the end of my junior year, I noted an internship offered at WNEV-TV and decided it was the perfect opportunity to see if television news was really the career for me. I applied through the Hiatt Center and was granted an interview, and was offered a job in the fall.

In early September, I started to work at Channel 7 in the Consumer Unit, doing research for stories on such things as new products and faulty merchandise, answering mail (consumer questions and complaints) and setting up interviews. I also took the time to absorb what was happening in the other departments around me. The arts and entertainment/lifestyles department piqued my interest because it related my hobbies and personal interests to my career goal. I worked out my schedule so that I could work in both departments. For arts and entertainment/lifestyles, my duties include research and setting up interviews. I also will be going out on location to shoot some stories. Occasionally, on my lunch break, I go downstairs to the production booth and watch the noon newscast from a behind-the-scenes perspective. I even got to be an extra in a commercial.

I have learned a lot about television news while working there. I also have had many of my illusions about television shattered, which is actually helpful because I learned what to expect, and what not to be disillusioned by later on.

My internship at WNEV has also shown me that work experience is extremely valuable, even while I am still in school. I plan to go on to graduate school for further studies in communications, and now I am seriously considering taking a job in the field first so that I will have some experience behind me. Would anyone like to give me a job?

#### **Bari Rubin '86**



## State of the University Report Given by President

President Evelyn E. Handler presented an Institutional and Academic Strategic Planning report to the Board of Trustees at the October meeting that includes proposals for new initiatives in many aspects of academic life and University operations. The President noted that "Brandeis always has offered a strong liberal arts curriculum, and nothing should be undertaken that would undermine the perceived and actual integrity of a Brandeis education."

The major goals of the President's report include plans to continue strengthening the undergraduate curriculum; evaluating and strengthening the graduate programs and research efforts in the arts and sciences and at the Heller School; and evaluating the feasibility of adding three new professional schools in management, communications and law. The President also called for a strengthening of the admissions effort to permit the gradual growth of the University to approximately 4,000 undergraduates and 1,000 graduate students, and increasing the geographic diversity of the undergraduate population so as to reflect better the national scope and character of the University. She expressed a commitment to eliminate the University's cumulative long-term debt and expand the financial base of support for the institution's academic program, increase the University's endowment through the planned \$200

million capital campaign, broaden the base of donor participation and increase annual giving and renovate and expand existing facilities in support of academic programs, student needs and administrative services.

In addition, President Handler wants to encourage more students to take advantage of the combined B.A./M.A. option, introduce various "applied" tracks within existing established concentrations in the sciences, and integrate and augment offerings in various disciplines into a program in international studies. She hopes also to develop a program in social policy studies, highlight existing programs that are intended to attract students of unusual ability and strengthen creative and performing arts on campus.

The President said that the University Studies program, established to acquaint undergraduates with some of the fundamental achievements of human inquiry and creativity, may not be fulfilling its potential. "If we seek in students a serious commitment to liberal education," she said, "we must convince them by example that study of the liberal arts is desirable and enjoyable for its own sake, not simply because it is required for a Brandeis degree." She also expressed concern about the quality of academic life in the freshman year, emphasizing the importance of providing close and effective interaction with faculty and fellow students.

In addition, President Handler summarized a five-year plan for the Heller School, prepared by Heller's administrative staff, that addressed student and faculty recruitment, revitalization of the Ph.D. and master's programs and

the role of the research centers and institutes at the School. An external review committee will be appointed in fall 1986 to "assess the School's performance and make appropriate recommendations," Handler said.

The President emphasized that institutional and academic strategic planning is "a process intended to enable the University to function effectively and meet the future with alternatives. It is a process that involves choices and the setting of priorities." The University, she said, "is poised on the threshold of many important changes that will involve the active participation of all of us in a period of renewed challenge and opportunity."

## Brandeis 15th Among Schools with Ph.D. Earners

According to a report produced by the Great Lakes Colleges Association and published in the *Chronicle of Higher Education*, Brandeis ranked 15th — among 1,500 institutions studied — in the percentage of graduates earning Ph.Ds. The graduates go on to receive Ph.Ds in education, humanities, sciences, social sciences and professional fields. The study compares the number of bachelor's degree recipients who earned Ph.Ds between 1951 and 1980 with the total number of bachelor's degrees awarded at each of the institutions between 1946 and 1976. In a ratio higher than all the Ivy League schools, 13.5 percent of Brandeis graduates went on to receive a Ph.D.



Seniors (left to right) Jay Bonnar '86, Paul Jain '86, Phoebe Rice '86 and Andrew Cardin '86; and (left to right) Mark Miller '87, Jennifer Gallop '87 and Esther Fulman '87 pose with the Dean of the College Attila O. Klein.

## Eight Brandeis Scholars Honored

Eight undergraduate students of exceptional academic achievement have been named the 1985-86 Louis D. Brandeis Scholars by the Committee on Academic Standing (COAS). They were selected by committee members for their overall excellence, coherence and breadth of study as revealed by their academic performance in the most recent four semesters at Brandeis. For the competition, the students submitted essays outlining their scholarly interests and activities at the University.

### **Norman and Eleanor Rabb Give \$1 Million to Brandeis**

A \$1 million gift by Norman S. Rabb, one of the University's founding trustees and a former chairman of the board, and his wife Eleanor, was announced by President Evelyn E. Handler. The gift marked the occasion of Rabb's 80th birthday. Rabb is a leading Boston philanthropist whose "dedication to Brandeis has provided us the unflagging leadership and support needed to turn ideals and dreams into reality. Norman Rabb and his family have worked with us as active partners throughout Brandeis' history," said Handler. Rabb and his family were prime movers in the earliest years of the University's development, and Brandeis underwent its greatest expansion during the years of Rabb's chairmanship. He served as chairman of the University's board between 1961 and 1967.

### **Three-Mile Fitness and Cross-Country Course To Be Built**

A small portion of the \$1 million gift by Norman and Eleanor Rabb will be used to build a new track and cross-country course on campus. Construction is expected to begin by spring. The track will consist of four interconnecting sections, including a loop around Chapel's Field, a lower campus connecting path from Massell Quadrangle, around the Spingold Theater Arts Center and down to South Street near the Epstein Campus Service Building, a loop around the athletic fields and an extension behind the Sachar International Center which will be reserved for cross-country practice and competition.

The completed track will provide a home course for the University's nationally ranked men's and emerging women's cross-country teams, and is intended as an exercise facility for the entire Brandeis community. The track will provide an opportunity for interaction among faculty, students and staff.

### **Computer Clusters Open**

The University opened its first computer clusters for student use in the Shiffman Humanities Center and the Phillips Room of Goldfarb Library. Part of Brandeis' three-year \$7 million computerization and telecommunications project, these computer clusters each contain about 25 Apple Macintosh or IBM PC microcomputers that will enable students to use this modern educational tool for word processing, coursework and analysis of data. Scheduled minicourses twice a week in the Goldfarb cluster will assist students who are not familiar with computers. In addition, students, faculty and other members of the Brandeis community will be able to purchase microcomputers at a significant discount through a branch of The Computer Store that is scheduled to open on campus.

### **Analog Devices Professorship Awarded to Brandeis Researcher**

A \$150,000 Analog Devices Career Development Professorship was awarded to Eric Jensen, assistant professor of physics. Jensen's interests are in photoemission spectroscopy, and he plans to use some of the money

from his award to build a high-efficiency photoelectron spectrometer, a device that permits the study of solids by causing them to release electrons. His is the ninth career development professorship awarded by Analog, and the first to go to a physicist. Analog's education support program is intended as a means of developing the research potential of young scientists and improving the flow of information between universities and industry.

### **President Handler Elected to JDC**

President Evelyn E. Handler has been elected to the board of directors of the American Jewish Joint Distribution Committee, the overseas relief arm of the American Jewish community.

The JDC distributes about \$50 million each year to aid Jews in more than 30 countries. Most of the money is raised through United Jewish Appeal federation campaigns across the United States. Board members are leaders in the American Jewish community and people with expertise in communal service.



(left to right) Heller Dean Stuart Altman and Cardinal Bernard F. Law

### **Visit of Cardinal Law to Heller School**

At a program sponsored by the Heller School Alumni Association, Cardinal Bernard F. Law, archbishop of Boston's Roman Catholic Archdiocese, spoke on the U.S. Catholic bishops' draft pastoral letter on the American economy. The letter described the need for a "new American experiment" to guarantee every person basic economic rights, calling present levels of unemployment "morally unacceptable." It called for government policies to generate jobs for everyone who wants to work.



### **Rabinovitz New Executive Director of Development**

Carol S. Rabinovitz '59, former executive director of Brandeis University National Women's Committee (NWC), has been named executive director of development by



## Obituaries

Paul H. LeComte, senior vice president for development and alumni affairs. She will be responsible for the operations of the development department including the coordination of all program components and support services for a newly-planned comprehensive development program. She brings to the position an impressive record of planning, organizing and communicating with support constituents.

Rabinovitz is a Fellow of the University, a former national vice president of the NWC and past officer of the Brandeis Alumni Association and the NWC. She received Brandeis University's Distinguished Alumni Service Award in 1972.

### First Bigel Symposium Includes Mayor Koch

New York City Mayor Edward I. Koch joined more than 15 national and municipal health policy leaders for a Brandeis symposium on "The New York Health System in Transition: Adapting to Medicare's Prospective Payment System." The symposium was sponsored by the Heller School's Bigel Institute for Health Policy, which was established through a gift of Brandeis Trustee Irving Schneider. The Institute is designed to assist current health policymakers in adapting to changing health care organization and in analyzing and offering options for improving existing systems. The Institute also plans to educate future leaders in the health care field. Among those attending the symposium were Stanley S. Wallack, director of Heller's Health Policy Center and Stuart H. Altman, dean of the Heller School.



**Clarence Q. Berger, 1911-1985**

Clarence Q. Berger, who was instrumental in Brandeis' development during the University's early years and retired as executive vice president in 1972, has died at age 74.

Berger came to Brandeis in 1948, soon after the school's founding, and during his 25-year tenure, "he did a tremendous job in building Brandeis," said Trustee and former Chairman of the Board Jacob Hiatt. "He was very devoted to the University."

In his history of Brandeis, *A Host at Last*, Chancellor Emeritus Abram L. Sachar commented that he was "extremely fortunate that all through my long incumbency (as president) I had at my side an able, resourceful lieutenant, Clarence Q. Berger, who served as a confidential assistant."

He became dean of administration in 1955, dean of planning in 1960 and executive vice president in 1968.

Berger, who received bachelor's and master's degrees at Harvard, also taught in the social sciences at Brandeis and was published in many professional journals.

He was a Boston native who died December 20 in Dublin, Ireland, where he recently had moved with his wife June. Besides his wife, Berger is survived by eight children and stepchildren and four grandchildren.



**Sidney Rabb, 1904-1985**

Sidney R. Rabb, longtime fellow of the University, founder of the Heller School and former chairman of Heller's Board of Overseers, died in his home in October. His contributions to Brandeis included the graduate center that bears his family name, underwritten by him and his brothers, Norman and Irving. He received an honorary doctorate of humane letters from Brandeis in 1977.

Rabb was chairman of the board of The Stop & Shop Companies for most of his career and used his personal success to help others. His interests included a wide range of charitable, medical, educational, civic and religious organizations and causes.

He is survived by his wife Esther; his daughters Carol Goldberg and Helene I. Cahners; his sister Jeanette Solomon; his brothers Norman and Irving Rabb; four grandchildren and five great-grandchildren.



**Sigmund Wahrsager, 1925-1985**

Sigmund Wahrsager, a vice chairman of the Brandeis Board of Trustees, died in October in New York City. He had served as a University trustee since 1977 and previously had been a Brandeis fellow.

In 1980, Wahrsager and his wife Karel made a major gift to the University establishing the Frances Hiatt Memorial Scholarship Fund, which is named for the late wife of Brandeis Trustee and former board chairman Jack Hiatt. In addition to helping fund faculty fellowships and undergraduate scholarship programs, Wahrsager was also a major contributor to the Fund for Special Appointments, which helps to bring outstanding faculty scholars to Brandeis. He also served on several trustee committees, including the Academic Affairs Committee, the Planning Committee and the Investment Committee, which he cochaired. He is survived by his wife Karel, and three children.

### Apologies from the editor:

In the last issue we: misspelled the last name of Barbara Ehrlich, president of the National Women's Committee (page 29).

failed to identify the distinguished gentleman pictured with former Vice President Walter Mondale — Congressman Steven J. Solarz '62, a Brandeis trustee (page 21).



Junior Lisa Pashkoff heads upfield in a Brandeis win over Salve Regina College. Anticipating the play for the Judges are (left to right) Silke Georgi '87 and Petra Farias '86, while Kellie Vaughan '89 looks on.

Success in competition for the men's soccer team and the men's cross-country team is a tradition at Brandeis, and that success became contagious this fall, with school records set by the women's tennis and women's soccer teams.

The men's soccer team was ranked atop the NCAA Division III soccer poll for most of the fall. Coach Mike Coven's squad set a school record by winning its first 15 games, but the stretch ended when arch-rival Babson College nipped the Judges, 2-1, in late October.

The team advanced to the NCAA Division III playoffs for the eighth consecutive season, but in postseason play, Salem State scored a 1-0 upset, beating Brandeis on a sudden-death penalty kick. It was the second year in a row that a penalty kick ended the Judges' championship bid. (Wheaton College beat Brandeis in the Division III championship game in 1984 on a penalty kick.)

There were several standouts playing for the Judges this fall. Junior forward Jeff Steinberg (Short Hills, NJ) led the team in scoring with 15 goals and 10 assists, moving him into second place on the Brandeis list of all-time leading scorers. Senior Greg Allen (Sebago Lake, ME) scored 10 goals, and classmate Jim McCully (Orleans, MA), a third team All-American in 1984, finished third in scoring with 22 points. He also anchored the Brandeis defense, which allowed only 13 goals this season. Peter Cherecwich '87 (Foxboro, MA), who hadn't played goal since his sophomore year in high school, received the starting nod in the 10th game of the season and beat Union College, earning the starting position for the rest of the season. In his first seven games in goal, Cherecwich shut out the opposition three times.

The Judges' season was highlighted by a 3-0 victory over highly regarded Amherst College at Homecoming. Road wins against Clark University and Union College keyed the 15-game win streak.

Coach Norm Levine's cross-country team, always among the national powers in Division III, came into the season as an underdog, because Brandeis had graduated five All-



Americans in the last two years, including three from the 1984 team. Brandeis finished with a 5-3-1 dual meet record, but peaked just in time for the big meets. After 14 straight New England Division III Championships, the Judges finished runner-up to Bates College in a 26-team field.

With that finish, the team headed to the NCAA Division III Championship meet in Emory, GA, where Brandeis finished 13th in a field of 259. It was the first time the Judges had finished out of the top 10 in the 12-year history of the event.

Sophomore Andy Kimball (Westbrook, ME) was the top Brandeis runner at the nationals, finishing 37th in a field of 184. Earlier in the year, Kimball finished first in a meet against MIT, Tufts and Bentley. Dave Langdon '87 (Dedham, MA) captained the 1985 team and turned in a 10th place finish in a field of more than 100 at the New England Division III meet. Mark Beeman '85 (Chelmsford, MA) was among six athletes honored as 1984-85 New England Athletes of the Year by the New England College Athletic Conference at a luncheon held this fall at the Newton Marriott. Beeman, who is now attending graduate school at the University of Oregon on a \$2,000 scholarship for postgraduate study from the NCAA, was a six-time All-American and the 1984 NCAA Division III cross-country champion.

For the first time ever, Brandeis qualified a runner for the NCAA Division III women's cross-country meet this fall. Amy Jenssen '88 (Noank, CT) finished 50th in a field of 186 top Division III runners from across the nation.

The women's soccer team, coached by Denise Dallamora, won a school record 11 games against only three losses and two ties. The women booters set a school mark at the outset of the season, winning their first 10 contests, and receiving a second straight invitation to the ECAC Division III tournament. All-time leading scorer Silke Georgi '87 (Frankfurt, West Germany) scored nine goals and added 12 assists for 30 points. She was named to the 1985 New England Women's Intercollegiate Soccer Association's All New England Squad as a second team midfielder.

The key to Brandeis' scoring attack was the addition of two freshmen to the front line. Jean Kinsella (Billerica, MA) and Kellie Vaughan (Waltham, MA) augmented the offensive game. Kinsella led the team with 12 goals and 31 points, while Vaughan chipped in with 28 points. Goalkeeper Jennifer Morris '87 (Wyckoff, NJ) attained a school record of six shutouts in her second season in the Brandeis nets.

Coach Judy Houde's women's tennis team won a school record 12 matches against only one loss, to Smith College. The season highlight was first place for the Judges in the Massachusetts Association



## 1985 Men's Soccer Team



of Intercollegiate Athletics for Women Tennis Tournament. In addition, Brandeis finished third in the New England championship, the best finish ever for the University in the 22-team field.

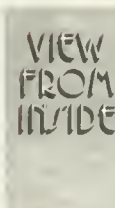
"We had an outstanding season," said Houde. "The team played superbly, and we should improve next year. I don't think that we are far from competing on the national level in Division III."

The women's volleyball team, coached by Mary Sullivan, turned in a 15-9 mark, narrowly missing postseason competition. The Judges were 11-3 against competition in Brandeis' own division.

Robin Green '87 (Ontario, Canada) was described by Sullivan as the most talented player ever to wear the blue and white Brandeis volleyball uniform and the key to the Judges' offense.

Senior tri-captain Jim McCully directs the ball past two Salem State defenders in NCAA Division III tournament play at Gordon Field.

## Bookshelf



### Faculty

*Hard Facts: Setting and Form in the American Novel*

**Philip Fisher**, professor of English

Oxford University Press

In this study of the popular 19th- and early 20th-century novel, Fisher analyzes the texts and forms of four key works—Cooper's *The Deerslayer*, Stowe's *Uncle Tom's Cabin* and Dreiser's *Sister Carrie* and *An American Tragedy*—exploring how these works reflected the central social and cultural concerns of the age. By pairing the wilderness and the slaughter of native Americans, the elysian farm image with the fact of slavery and the promises of urban life with its disillusionments, he uncovers the strategies by which culture makes familiar and acceptable—or familiar and tolerable—the "hard facts" at the heart of social experience.

*What Works in Youth Employment Policy? How to Help Young Workers from Poor Families*

**Andrew Hahn**, assistant dean for external affairs and senior research associate, Heller School and **Robert Lerman**, senior research associate, Heller School

Committee on New American Realities

Drawing on existing literature and research that they and their colleagues have done, the authors attempt to determine which approaches to employment problems of youth work best and why. The facts indicate a close link between disadvantaged youth employment and basic social factors, the conclusion being that job prospects can be improved

by programs combining remedial education and training, along with work experience and/or job search and placement assistance.

*Modeling Japanese-American Trade: A Study of Asymmetric Interdependence*

**Peter A. Petri**, associate professor of economics

Harvard University Press

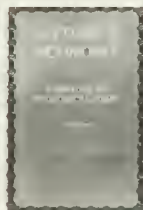
This book examines the structure of trade between Japan and the United States, tracing the evolution of trade interdependence and the causes of its increasing intensity. Petri's findings indicate that the American and Japanese economies are more closely related than one might judge from the size of their trade. Their interdependence is sharply asymmetric as a result of differences in the structures of the two economies, and the roots of bilateral conflict and increased protectionism can be traced to these structural causes.

*The View from Inside: A French Communist Cell in Crisis*

**George Ross**, professor of sociology, and Jane Jensen

University of California Press

The authors chronicle the day-to-day political lives of a group of rank-and-file Parisian Communists during the late 1970s, a period of crisis for the French Communist Party (PCF). They joined in as participant observers for more than a year during this crucial period. The PCF emerges as a complex and vibrant political system full of contradictions; this is the story of its paralysis and decline.



*The Jews in Modern France*

**Bernard Wasserstein**, professor of history and Frances Malino, eds.

University Press of New England

Eighteen noted historians and political scientists from France, Israel, Britain, the United States and Canada analyze the history of the Jewish minority in France since the Revolution. They explore compelling issues such as whether the Jewish question was central or peripheral to French politics and society in the post-emancipation period, and whether antisemitism is an ineradicable and characteristic feature of French behavior or a fringe phenomenon. The book questions the lessons to be drawn from the French Jewish experience under Vichy, and the impact on Jews of the historic schism in the French political consciousness between the revolutionary tradition and its foes.

*Moral Relativity*

**David B. Wong**, associate professor of philosophy

University of California Press

The author defends a theory of morality built on the claim that there is no single, true morality. He conducts extensive comparisons between the morality of different cultures, including the virtue-centered moralities of ancient Greece, China and some tribal cultures and the rights-centered moralities of modern Western democracies. He argues that knowledge of the morality of another culture can help us to resolve practical moral problems.

*Nature's Economy: A History of Ecological Ideas*

**Donald Worster**, Jack Meyerhoff Professor of American Environmental Studies

Cambridge University Press

This book investigates ecology's history, showing how its past has shaped the modern perception of our place in nature, and discussing the thinkers who developed the concept of ecology. The development of ecology since the 18th century has closely reflected society's changing concerns and our cultural view of the living world. The author focuses on these dramatic shifts in outlook, on the individuals whose work has expressed and influenced society's point of view and concludes with a look at the recent directions of ecological thought.

**Alumni/ae**

*Bad Girls*

**Mary Flanagan '66**

Atheneum

Focusing on women's issues — their isolation, pain of rejection and occasional victories — Flanagan mixes humor and horror, poignancy and madness, to gain a sympathetic vision of disparate women.

Each short story is a powerful, accomplished statement about evolution-infused environments and the characters who inhabit them.

An art history major at Brandeis, she now lives in London. This book marks her literary debut.

*Comet Fever: A Popular History of Halley's Comet*

**Donald Gropman '56** with Kenneth Mirvis

Simon & Schuster/Fireside Books

This book is a social history of the 1910 visit of Halley's comet, containing a clear and easy-to-understand overview of comet science. It explores "comet dread" — a theory that we all carry unconscious memories of catastrophic encounters with comets thousands of years ago. Gropman updates current comet research and speculates on what kind of cyclical hysteria Halley's 1985-86 visit may bring.

*Reflections on Gender and Science*

**Evelyn Fox Keller '57**

Yale University Press

Keller examines the deeply rooted mythology that casts objectivity, reason and mind as male, and subjectivity, feeling and nature as female, and questions the role of gender in the construction of science. She explores the possibilities of a science that transcends gender stereotypes and looks at the causes and consequences of the genderization of science. Keller is professor of mathematics and humanities at Northeastern University and author of a widely acclaimed biography of Nobel Prize winner Barbara McClintock.

*Yankee Blues: Musical Culture and American Identity*

**MacDonald Smith Moore '67**

Indiana University Press

This book looks at the cultural and generational controversy over jazz and modernist music that raged in the American musical world between the two world wars. Involved in this confrontation were matters of taste, self-definition and national identity. The Yankee composers believed that American culture was threatened by the spread and success of the new 20th-century American music. Moore analyzes the ideas of the Yankee composers and explains their vision of redemptive culture. The author is president of New York Digital Recordings, Inc., and AAG Music, Inc. He is a frequent contributor to the *Village Voice*.

*Intensive Care: A Family Love Story*

**Mary-Lou Weisman '60**

Random House

This is the true story of a family — housewife and fledgling writer Mary-Lou, lawyer-husband Larry, sons Adam and Peter — and how their comfortable existence was forever altered when they learned that Peter was destined to a slow death from muscular dystrophy. The book, Weisman writes, "is about the kind of love that knows no conditions, has no expectations and makes no demands." Life turned into melodrama, but ordinary people were cast into heroic roles as the family dealt with the strain of anger and grief in this narrative of a doomed child.



**Lawrence Abbott**

associate professor of physics, spoke at a conference on High-Energy Physics held in Crete. He also lectured in China at Fudan University in Shanghai, at the Institutes for Theoretical Physics and for High-Energy Physics in Beijing and at Xibei University in Xian.

**Stuart Altman**

Sol C. Chaikin Professor of National Health Policy and dean of the Heller School, was elected president of the Association for Health Services Research and chair of the U.S. Congress Prospective Payment Assessment Commission.

**Teresa M. Amabile**

associate professor of psychology, gave an invited address on "The Creativity Maze" at the 93rd Annual Convention of the American Psychological Association in Los Angeles, and gave the keynote address at the annual meeting of Advocacy for Gifted and Talented Education in New York.

**Joyce Antler**

assistant professor of American Studies, served as chair of the Program Committee of the 11th Annual Conference on Research on Women and Education held at Simmons College. Her essay review on the history of women's higher education appeared in *The American Educator*.

**Maurice Auslander**

Sol Kittay Professor of Mathematics, was appointed Fellow of the American Association for the Advancement of Science as a "member whose efforts on behalf of advancement of science or its applications are scientifically or socially distinguished."

**Frank Bidart**

Fanny Hurst Poet-in-Residence, won a \$20,000 fellowship from the National Endowment for the Arts.

**Sissela Bok**

associate professor of philosophy, won the 1985 Abram L. Sachar Award given annually by the Brandeis University National Women's Committee to a woman of outstanding accomplishment who has made major contributions to education and public awareness.

**Martin Boykan**

professor of music, had an orchestral work commissioned by the Library of Congress, and his composition, *Elegy*, was performed by Musica Viva.

**Linda Chatters**

assistant professor at the Heller School, delivered a paper at the 1985 Convention of the American Psychological Association on the topic, "Health Status and Health Care Utilization Patterns of Black Women." Her article, "Size and Composition of the Informal Helper Networks of Elderly Blacks," coauthored with Robert Joseph Taylor (Boston College) and James S. Jackson (University of Michigan, Ann Arbor), appeared in the *Journal of Gerontology*.

**Peter Conrad**

assistant professor of sociology, presented a paper, "Health and Fitness at Work: A Participant's Perspective" at the meetings of the Society for the Study of Social Problems. He also gave talks at the Hasting Center on "The Experience of Chronic Illness" and at the Epilepsy Foundation of America Annual Symposium on "Epilepsy in the Family."

**Charles Cutter**

lecturer in Near Eastern and Judaic Studies, and head, Judaica Department, Goldfarb Library, was elected president of the Council of Archives and Research in Libraries in Jewish Studies.

**Marvin Fox**

Philip W. Lown Professor of Jewish Philosophy and director, Lown School, was elected to the executive committee of the World Union of Jewish Studies; to the National Board of Consultants, Education Division, National Endowment for the Humanities; and to the executive committee of the Association for Jewish Studies. He is also on the International Governing Board of Yad Vashem and the Governing Board of the Museum of the Diaspora, Tel Aviv University.

**Karen Fields**

associate professor of sociology, attended Forum '85, in Nairobi, Kenya, as a representative of Women and International Development: Joint Harvard/MIT Group and reported the proceedings to the Committee on the Concerns of Women, Harvard University. She also presented the annual Allison Davis Lecture at Northwestern University in Chicago titled "What Was Segregation?" and was the featured lunchtime speaker at the annual convention of the Oral History Association on the topic, "Asking Questions."

**Lawrence H. Fuchs**

Meyer and Walter Jaffe Professor of American Civilization and Politics, was a guest scholar at the Rockefeller Foundation's Villa Serbelloni, Bellagio, Italy, where he worked on his book, *The Ethnic Kaleidoscope: Immigration Ethnicity and Public Policy*. His recent publications include a revised edition of his book, *Hawaii Pono*, and "The Search for a Sound Immigration Policy: A Personal View," in *Clamor at the Gates*. He gave papers entitled "The Social and Political Implications of U.S. Immigration Policy," at the National Conference on the Justice of American Immigration Policy, American University and "Immigration Policy and the Future of American Pluralism" at the

Centennial Woelfl Seminar in Public Policy at John Carroll University. He was elected to the board of directors of Facing History and Ourselves, a national organization sponsoring curriculum programs on the many meanings of genocide in the 20th century.

**Martin Gibbs**

Abraham S. and Gertrude Burg Professor in Life Sciences, was given a Charles Reid Barnes Life Membership to the American Society of Planet Physiologists.

**Ruth Gollan**

lecturer with rank of assistant professor and director of the Hebrew Language Program, presented a paper at the National Association of Professors of Hebrew Conference at the University of Michigan. She was also invited to participate in the third workshop on University Teaching of Modern Hebrew, held in Jerusalem by the International Center for University Teaching of Jewish Civilization.

**Allen Grossman**

Paul E. Prosswimmer Professor of Poetry and General Education, won a \$20,000 poetry-writing grant from the National Endowment for the Arts.

**Harlyn Halvorson**

professor of biology and director, Rosenstiel Basic Medical Sciences Research Center, became a Fellow of the American Association for the Advancement of Science. He was elected to the Executive Committee of the Marine Biology Lab at Woods Hole and is the chair of the Board of Public and Scientific Affairs, American Society for Microbiology Council, General Medical Sciences Council, National Institute of Health and on the National Advisory General Sciences Council.

**James B. Hendrickson** professor of chemistry, went on a lecture tour, sponsored by the National Science Foundation (U.S.) and the Council of Scientific and Industrial Research (India), to a dozen universities and research institutes in India. Professor Hendrickson discussed his research on the application of computers to organic synthesis design.

**Ray Jackendoff** professor of linguistics, presented "On Beyond Zebra: The Relation of Linguistic and Visual Information" at the Society for Philosophy and Psychology meeting in Toronto, and "Consciousness and the Computational Mind" in the Princeton University Cognitive Science Colloquium Series. His article, "Information Is in the Mind of the Beholder," appeared in *Linguistics and Philosophy*, and "Believing and Intending: Two Sides of the Same Coin" was published in *Linguistics Inquiry*.

**William A. Johnson** Albert V. Daniels Professor of Philosophy, received grants from the National Endowment in the Humanities and the American Philosophical Society to prepare an intellectual biography of Bishop George Berkeley. He lectured on philosophical and religious subjects at Colorado University, the University of Miami, Emory University, Queens College of the University of New York and also lectured in Kyoto, Yokohama and Hong Kong.

**Philip Keehn** associate professor of chemistry, spent time in Yugoslavia as a National Academy of Science East European Exchange Fellow. He collaborated with chemists at the Rudjer Boskovic Institute in Zagreb in the field of cyclophane chemistry and

lectured there and at the Josef Stefan Institute in Ljubljana on the topics of Laser Chemistry and Cyclophane Chemistry.

**Reuven Kimelman** associate professor of Near Eastern and Judaic Studies, was the American delegate for the second Jerusalem Ideological Conference on Zionism. He delivered a paper at the Eighth World Congress of Jewish Studies on "The Formation of the Quedusha in the First Benediction Preliminary to the Schma."

**Albert Kramer** adjunct lecturer at the Heller School, was elected to the 1985 Collegium and Academy of Distinguished Alumni at Boston University, and won the 1984 South Shore Coalition for Human Rights "Citizen of the Year Award for outstanding leadership as a jurist in promoting equal rights and equal opportunity for all citizens."

**Marty Wyngaarden Krauss** lecturer at the Heller School, presented a paper, "Public Policy Issues in Early Intervention Services: Massachusetts in Transition," at an invitational conference on Behavioral Intervention with High Risk Infants sponsored by the National Institute of Child Health and Human Development in Bethesda. She also presented a paper, "Selected Results from a National Survey of Programs Serving Elderly Mentally Retarded Persons," at the Annual Meeting of the American Association of University Affiliated Programs for Persons with Developmental Disabilities and the Mental Retardation Research Centers in Seattle. Dr. Krauss received a one-year grant from the Administration on Developmental Disabilities to support the National Survey of Programs Serving Elderly Mentally Retarded Persons which she

codirects with Professor Marsha Seltzer (Ph.D., Heller, 1978) of the School of Social Work at Boston University.

**Kenneth Kustin** professor of chemistry, was made the 1985-86 Program Director of Inorganic Chemical Dynamics at the National Science Foundation.

**James Lackner** Meshulam and Judith Riklis Professor of Psychology, became a member of the International Academy of Astronautics and won the Tuttle Award of the Aerospace Medical Association for "outstanding research contributions to aerospace medicine."

**Robert Lerman** senior research associate at the Heller School, won \$5,000 for first prize in the Institute for Socioeconomic Studies National Essay Contest on reforming welfare programs. The essay, entitled "Separating Income Supplementation from Income Support," appeared in *The Journal of the Institute for Socioeconomic Studies*.

**Norman E. Levine** associate professor of physical education, was selected as 1984 New England Division III Cross-Country Coach of the year. He published an article, "Cross-Country Training," in *Boston Running News*, and in *Harrier Magazine*. He was reappointed to the Nike, Inc., Coaches Board for 1985 to 1986.

**Irwin Levitan** associate professor of biochemistry, won the 1985-1992 Jacob K. Javitz Neuroscience Investigator Award from the National Advisory Neurological and Communicative Disorders and Stroke Council for "investigators submitting regular research grant applications for competitive review who

have a distinguished record of substantial contributions in some field of neurological or communicative science."

**Robert L. Marshall**, professor of music, had his book *Johann Sebastian Bach: Cantata Autographs in American Collections; A Facsimile Edition* published by Garland Publishing in New York.

**Ruth Morgenthau** Adlai Stevenson Professor of Politics, presided over an Evaluation and Training in Rural Development in Puebla, Mexico; it was cosponsored by the Graduate School of Agriculture, Mexican National University at Chapingo and CILCA/Food Corps Programs International. She presented a paper, "Institutionalising Rural Development," to the World Hunger Program lecture series at Brown University where she is a visiting professor during her current sabbatical year. She presented a paper, "Patterns to Village Progress," to the Philadelphia area Study Group on Africa to be published in a forthcoming volume on Crisis in African Development. With her husband Henry, she presented a program of video tape and discussion on "Eleanor Roosevelt's World" at the Women's National Democratic Club. She addressed the Providence Committee on Foreign Relations on "Reaching the Hungry" and addressed the Boston Committee on Foreign Relations on "Hunger in a World Full of Grain."

**Martha Morrison** assistant professor of classical and oriental studies and Petrie Term Assistant Professor of University Studies, was elected president of the Boston Society, Archaeological Institute of America.



**Alfred Nisonoff**

professor of biology, was elected to the Council of the American Association of Immunologists.

**Takashi Odagaki**

assistant professor of physics, gave seminars at City College of New York on "Diffusion: Ants versus Termites" and CTE Laboratories on "Electrical and Vibrational Properties of One-And-Two Dimensional Quasi-Crystals." He was an invited speaker at the conference on Transport and Relaxation Processes in Random Materials held at NBS. He published a paper on "Dynamic Diffusion in the d-Dimensional Termite Model" in *Physical Review*.

**Robert O. Preyer**

professor of English and American literature, published "John Stuart Mill on Classical Antiquity" in volume 10, *Browning Institute Studies* and "Breaking Out: The English Assimilation of Continental Thought in 19th-Century Rome," volume 12, *Browning Institute Studies*. His "The Romantic Tide Reaches Trinity: Notes on the Transmission and Diffusion of New Approaches to Traditional Studies at Cambridge, 1820-1840" has been reissued in a Rutgers University Press edition of *Victorian Science and Victorian Values*.

**Shulamit Reinharz**

assistant professor of sociology, gave a paper, "Aging on the Kibbutz and Historical U.S. Communes: Similarities and Differences," at a conference in Yad Tabenkin and Tel Aviv University, and delivered an invited didactic seminar at the annual meeting of the American Sociological Association on the topic of field research methods. At the annual meeting of Sociologists for Women in Society in Washington,

DC, she gave a paper, "What's Missing in Miscarriage?" that will appear in a chapter entitled "The Politics of Miscarriage" in *Research in the Sociology of Health Care*. Her article, "The Uninterrupted Saga of Elder Abuse: Historical and Literary Textual Evidence," will be published in *Elder Abuse*. Her book, *Psychology and Community Change*, coauthored with Ken Heller, Richard Price, Stephanie Riger and Abe Wandersman, was published recently.

**Bernard Reisman**

associate professor of Jewish communal studies and director, Hornstein Program, won the Bettie and Bernard Farfel Jewish Family Service Award.

**George Ross**

professor of sociology, lectured and read papers at the University of Washington, Seattle; Harvard; Carleton University in Ottawa, Canada; University of California, Santa Cruz; European Consortium for Political Research meetings in Barcelona, Spain; Canadian Political Science Association Annual Meetings, Montreal and American Political Science Association Meeting, New Orleans. He was appointed program chairman for the Fifth Conference of Europeanists sponsored by the Council on European Studies in Washington, DC and was co-organizer of a conference at the Harvard Center for European Studies on "Continuity and Change in Mitterrand's France." He also served as executive secretary of the Conference Group on French Politics and Society.

**James Schulz**

professor of welfare economics at the Heller School, became a consultant for the General Accounting Office and trustee of the American Association of Retired Persons (AARP)/Scudder Investment Funds.

**Stephen Schuker**

professor of history, won a Fulbright Senior Fellowship and American Council of Learned Societies Fellowship. He became chairman of the Bernath Prize Committee, Society for Historians of American Foreign Relations.

**Bill Shipman**

lecturer in physical education and fencing coach, was one of eight fencing coaches at the National Sports Festival sponsored by the U.S. Olympic Committee held in Baton Rouge. The Sports Festival is a competition among America's best athletes in Olympic and Pan American sports. He was also a staff coach at the U.S. Junior Olympic Development Camp at Lake Placid.

**Susan Staves**

professor of English, spoke at Princeton on "Narratives of the Secret Disease: Venereal Disease in the 18th Century." She chaired a session at Hofstra University at a conference on 18th-Century Women and the Arts in which four Brandeis graduate students presented the results of their research on Elizabeth Griffith.

**Serge M. Timasheff**

professor of biochemistry, participated by invitation in the International Conference on Biothermodynamics held in Austria. He presented an overview lecture entitled "Linkages between Ligand Binding and Protein Self-Aggregation."

**David Waltz**

professor of computer science, joined the Executive Committee of the International Joint Conference on Artificial Intelligence.

**Geoffrey Wolff**

writer-in-residence, won a \$15,000 American Council of Learned Societies Fellowship. He served on the 1983-85 Policy Panel in Literature and as the 1984 Fellowship Judge for National Endowment for the Arts.

**Dwight W. Young**

professor of ancient Near Eastern civilizations, presented a paper at the University of Hamburg in West Germany on "Mathematical Aspects of Incredible Regnal Spans in the Sumerian King List."

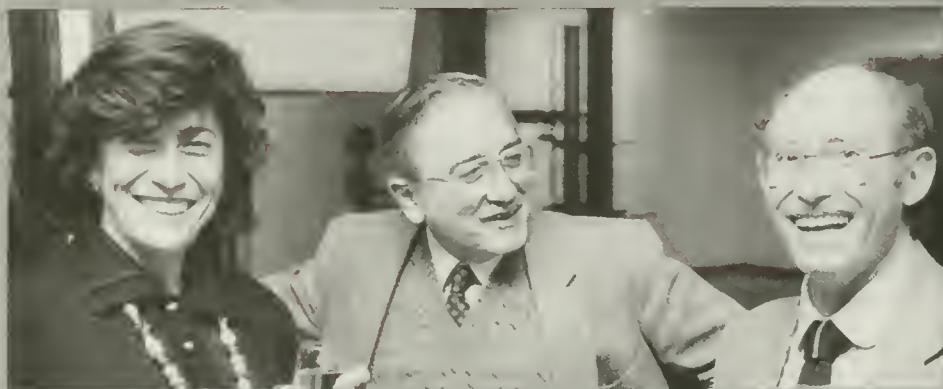
**Charles Ziegler**

lecturer in anthropology, won the only 1985-86 Guggenheim Fellowship to the National Air and Space Museum, Washington, DC.

**Harry Zohn**

professor of German, won the 1985 Cross of Honor for Arts and Sciences, Republic of Austria, and a citation as the founding member of American Translators Association. He has several articles published: "Theodor Herzl" in *Das Juedische Echo*; "Three Austrian Aphorists" in *Cross Currents*; "Present-Day Jewish Vienna" in *Midstream*; and "The Jewish Contribution to fin-de-siècle Vienna" in *The Jewish Response to German Culture* (University Press of New England). He presented two papers: "Stefan Zweig's Letters from Exile" at the German Studies Association meeting, and "Karl Kraus' Vienna and Kurt Tucholsky's Berlin" at the Modern Language Association meeting in Chicago. His latest book, *Ich bin ein Sohn der deutschen Sprache* nur concerns the Jewish contribution to Austrian literature, and comprises essays on various Austrian-Jewish writers plus a bibliographical part giving brief information on some 500 such writers.

## Homecoming '85



For three-and-a-half days over the Columbus Day Weekend, an estimated 1,500 alumni/ae trooped back to campus for Homecoming to enjoy a wide variety of events.

### Thursday, October 10

An exuberant crowd attended a late-night pep rally with The Occasional Sax, an alumni/ae dance band led by Michael Gliedman '85. Cheerleaders and the Pep Band provided a warm welcome for the Division III 1984 New England championship Brandeis soccer team as Coach Mike Coven introduced each player on the eve of the 11th-straight varsity victory.

### Friday, October 11

On Friday afternoon, all the resources of the Hiatt Career Development Center were available to returning alumni/ae. According to Marcie Schorr Hirsch '71, director, at least a dozen alumni/ae took advantage of the varied services offered to Brandeis students and graduates at the Center.

As dusk fell, faculty members, administrators and undergraduate student leaders gathered at the Rose Art Museum to welcome returning alumni/ae at a festive Welcome Home reception. Two student flautists, Lois Friedman '86 and Cecelia Rouse, Harvard '86, entertained.

Later in the evening, returning alumni/ae were offered a choice of activities; jazz lovers of all ages flocked to two Levin Ballroom concerts by the nationally known jazz fusion group, Spyro Gyra, while those with a nostalgic bent headed for a slide show on "The Good Old Days" at Brandeis, prepared and narrated by Charlie Napoli '58. Sophomore Rebecca Goldfader arrived wearing her dad's (Sidney Goldfader '54) old football jacket; she came to see "how handsome dad was" during his days of glory as Brandeis' first football captain. Sentiment prevailed as homecoming queens shared the screen with national luminaries from the fields of entertainment, letters and politics—people who enriched the campus as part of the legendary Gen Ed S course in the early years.

President Evelyn Handler shares some cheer with faculty members Edward Engelberg, professor of comparative literature and Alfred Ivry, Walter Stern Hilborn Professor of Near Eastern and Judaic Studies.

Students Beth Friedman '88 and Helen Connolly '88 enjoy some refreshments while checking out the exhibit at the Rose Art Museum Welcome Home Reception for faculty, alumni/ae and students during Homecoming Weekend.



Students pose with Phyllis Brown (center), assistant director of Student Life, at Homecoming Brunch.



### Saturday, October 12

Saturday dawned blue and balmy; the autumn foliage provided a perfect backdrop for the weekend's centerpiece—day of events. First, victory was in the air as the women's soccer team triumphed over Salve Regina 2-1. Then, spectators and players alike romped through an alumni soccer game — organized by Peter Hemme '83. At a staff/alum softball game, the alumni/ae team, under the leadership of Roni Yellin '78, won a narrow 11-9 victory over the Herbert Hentz-coached staff team.

A cookout luncheon was served on the perimeter of the soccer field for students and alumni/ae, who crowded through the gates bearing blue and white balloons and wearing newly purchased Homecoming shirts in matching colors.

Under the baton of Artist-in-Residence Lawrence Siegel, the Brandeis Concert Band added to the festive occasion with a half-hour concert including such numbers as "Festivo" and "The Colonel Bogie March."





Student leaders line up for brunch at the Faculty Center during Homecoming Weekend.

The soccer team then proved victorious over Amherst with a 3-1 score. For many in attendance, however, the action was on the social sidelines where Lori Kaufman '84 was heard to exclaim, "Almost my whole class is here — and lots from the classes of '83 and '85. It's almost overwhelming to see so many friends again." Older alumni/ae were present as well, some bringing young teenagers to see the campus for the first time, and others like Avrum Goodie '59 from Chicago, who were meeting their recently graduated daughters and sons at the game.

Following the game, many in the crowd surged to the Stein to celebrate at President Handler's Victory Party, and to anticipate the 12th-straight soccer victory which would take place a few days later.

### Homecoming Awards Dinner

A new tradition was born with the first annual Homecoming Awards Dinner, which took place at the Faculty Center. Following a reception, over 150 alumni/ae, student leaders and members of the soccer team enjoyed a delicious banquet. Jeffrey H. Golland '61, president of the Alumni Association, welcomed the group and presented awards: the Chapter Service Award to Ellen Mason '78, president of the New York Chapter of the Alumni Association; and the Distinguished Service Award to Richard Liroff '69, past president of the Washington, DC Chapter. The highlight of the evening was the presentation of the first Homecoming awards, which will be given annually to honor alumni/ae who have distinguished themselves in the fields of sports, arts and entertainment. Recipients of the first year's award were four young alumni/ae, who wrote the musical *Personals* during their undergraduate days at Brandeis. The show toured Europe with the USO and opened Off Broadway in November. The award recipients were Marta Kauffman '78, David Crane '79, Bill Dreskin '80 and Seth Friedman '80.

Following the awards presentation, the four, plus Ellen Dreskin '79 accompanied by Marta's husband Michael Sklar, gave a spirited rendition of several songs from the show to the delight of the alumni/ae in the audience.

Among those in attendance were Annette Liberman Miller '58, an actress who had recently completed *The Odd Couple* on Broadway, and Dr. and Mrs. Sachar. At the end of the evening, Dr. Sachar said, "We've never done anything like this before — it's a good idea to see the alumni/ae coming back."

Gerald Richman '67 had not returned to campus for 13 years, but came from Minneapolis in response to the Homecoming brochure, which was mailed nationwide for the first time this year. Returning to campus was a "powerful emotional experience," Richman said, meeting with former professors and friends such as Professor Jim Clay, and walking around Usdan, which had been a reservoir in Richman's time.

Following the dinner, the young and young-at-heart strolled across the campus to Levin Ballroom where a spectacular Homecoming Ball sponsored by a student group, The Professionals, was in full swing.



Alumni Association President Jeffrey H. Golland '61 reads the citation for the Chapter Service Award given to Ellen Mason '78, president of the New York Chapter of the Association.

### Sunday, October 13

Sunday morning dawned gray and drizzling on the hardy group of runners who turned out for the first annual Fun Run, organized by Ed Connors '84.

At 11:30, alumni/ae gathered to meet undergraduate leaders and sip Bloody Marys and eat brunch at the Faculty Center, sponsored by the Boston Chapter of the Alumni Association. Attila O. Klein, dean of the college, looked into his crystal ball and described several areas of future growth for Brandeis, including programs in management, communications and law. Among the returning alumni/ae were the Goldfader brothers, Edward and Sidney '54, with their wives Paula '54 and Cara '62. Cara and Sidney's daughter Rebecca is a sophomore at present, making theirs a truly Brandeis family.

Following brunch, Professor Gerald Bernstein presented a witty and informative lecture on "The Castle: Impact and Image" in which he substantiated his theory that the crenellations of the Castle have subtly influenced architects of other buildings on campus such as Rosenstiel and Rabb. Graduates from the earliest graduating classes and current undergraduates were present to deepen their sense of history about the campus as they looked with pride and confidence to its future.

## New Programs

The Office of Alumni Relations is implementing a potpourri of new programs in conjunction with other departments of the University, offering alumni/ae opportunities to serve as lecturers, hosts, mentors, interviewers and to attend seminars.

### Alumni Speakers Series

Stuart Damon '64, star of TV's well-known series *General Hospital*, was kickoff speaker of the newly established Alumni Speakers Series sponsored by the Student Relations Committee. Other speakers scheduled during the year are Amy Eilberg '76, first woman conservative rabbi, who will speak to Hillel members and friends in February; and Congressman Steven Solarz '62 (D-NY), who will address the campus community in April on his involvement in human rights, social justice and economic development issues.

### Faculty-in-the-Field

Each chapter of the Alumni Association can anticipate an annual visit by a faculty speaker from Brandeis under the new Faculty-in-the-Field program established by the Office of Alumni Relations. Professor Lawrence Fuchs, chairman of the American studies department, recently spoke to a Long Island group at the home of Judith Glaser '59. He described his role as executive director to a congressional committee on immigration policy during a recent sabbatical, and presented arguments on both sides of the illegal alien issue. Professor John Bush Jones, theater arts department, spoke to a Westchester Chapter gathering on the political background of many American musicals from 1880 to the present, including such favorites as *The King and I* and *Cabaret*.

### Alumni Academy

Under the leadership of Charles Eisenberg '70, a committee of the National Board of the Alumni Association is studying continuing education programs conducted at other universities with the intention of establishing an Alumni Academy at Brandeis. Three types of programs are being considered — one- and two-day seminars, one- to two-week summer institutes and travel opportunities with faculty members as tour leaders. The first program may be a "Humanities and the Professions" program slated for summer 1986.



Recipients of the First Annual Homecoming Award for their contributions in the area of musical theatre: David Crane '79, Marta Kauffman '78, Seth Friedman '80, Emily and Bill Dreskin '80 preview some songs from *Personals* at the Homecoming Awards Dinner.



Alumni Association President Jeffrey H. Golland '61 talks over old times with brothers Edward and Sidney Goldfader, both '54, at a reception before the Faculty Club Brunch on Sunday of Homecoming Weekend.

Young alumni/ae live it up at the Victory Party at the Stein following the Brandeis/Amherst soccer game where Brandeis chalked up its 11th consecutive season win.



### Minority Alumni Network

Terri Michelle Williams '75, public relations director of *Essence* Communications in New York, was a recent speaker at the mentoring program which is one facet of a newly established minority alumni/ae network. Williams spoke of career opportunities in the public relations field, and of her own work at *Essence* magazine, following a reception in the International Lounge with minority students in attendance. Later in the year a minority alumnus of national standing will address the student body on a timely subject. Also, alumni/ae who sang in the Gospel Choir will be invited to campus in the spring to participate in a Gospel Choir Extravaganza to benefit the Maggie Cooks Prize, a scholarship designated for minority students.

### Hiatt/Alumni Networking Events

During the January break, all seniors were invited to meet with alumni/ae in their hometown area to discuss graduate schools, career opportunities and job search strategies. Connecting students in this way with alumni/ae complements the work of the Alumni Admissions Council.

### Recognition Dinners

The Lydian String Quartet, artists-in-residence at Brandeis, was a featured attraction at a reception in Atlanta, and at two dinner events in Boston and Chicago, which honored major donors to the Alumni Annual Fund.



'52

**Stanley F. Chyet**, professor of American Jewish history and director of the Edgar F. Magnin School of Graduate Studies at Hebrew Union College, the Jewish Institute of Religion, Los Angeles, gave a lecture in Marblehead entitled "Community-Building Behind the Golden Door: 200 Years of Jewish Adventure in America." A prolific writer, his latest work is entitled *Israeli Poetry: A Contemporary Anthology*.

'53

**Lois Lindauer**, founder of The Diet Workshop, recently celebrated the organization's 20th anniversary and the publication of her new book, *Wild Weekend Diet*, with a brunch aboard a Boston harbor tour boat.

**Joan Hamerman Robbins** is writing her second book about women and psychotherapy. Her first book, *Women Changing Therapy: New Assessments, Values and Strategies in Feminist Therapy* (1983), is now in its second printing.

'54



**Richard R. Silverman**, a collector and expert in the field of Japanese art, was appointed to the newly formed Council on the Collections of the Toledo (OH) Museum of Art, and also was named to the Museum's President's Cabinet. A six-month display of his collection of 80 netsuke, "The Miniature World of Netsuke from the Collection of Richard R. Silverman," was the longest running small exhibit in the history of the Museum. This marks the only time that modern netsuke have been exhibited at any museum in the world.

**Evelyn A. Sheffres** was awarded an M.A. degree in expressive therapies from Lesley College.

'55

**Annette Weisman** is currently a student at The Logan College of Chiropractic in Chesterfield, Missouri.

'57

**Janet David** is senior staff therapist at the Institute for Contemporary Psychotherapy at the Center for Study of Anorexia and Bulimia. She is also director of the Center's Eating Disorders Education Project and is in private practice.

**Evelyn Fox Keller**, professor of mathematics and humanities at Northeastern University and visiting professor for the Program in Technology and Society at M.I.T., spoke at Williams College on "Gender and Science: Why It's So Hard for Us to Count Past Two."

'58

**Charles Napoli** has opened Charlie Napoli's Headmasters Inn in Troy, NH. The Inn is listed in *Country Inns: Bed and Breakfasts of the Monadnock Region* as "a charming 19th-century farmhouse with a lovely view of both Monadnock and Gap Mountains."

'59



**Steven Berger** was appointed executive director of the Port Authority of New York and New Jersey, which controls all airport, rail and seaport activity for the metropolitan area. Prior to assuming this position, Mr. Berger was an investment banker with Odyssey Partners, a private New York limited partnership engaged in investment, trading and related activities. He had been director of Corporate Development for Oppenheimer and Company, Inc., where he concentrated on working with clients in the fields of rail transportation, port development and new technology. Mr. Berger presently serves, by Presidential appointment, as chairman of the board of the United States Railway Association.

**Amy Blender**, executive director of Jewish Family Service of Long Beach, CA, received the 1985-86 Baldwin Memorial Award for outstanding service to the Long Beach Jewish community.

'60

**Louise Lasser**, one of America's foremost comedians, premiered in the Vineyard Playhouse production of three one-act plays, *Three with Louise*. She starred in two of the plays and directed the third. She also is known for her title role in the series *Mary Hartman, Mary Hartman* which won her an Emmy nomination.

'61

**Phyllis C. Richman**, executive food editor of the *Washington Post*, has a new weekly food column called "Richman's Table."

**Judy Liskove Zabin**, a social worker in Lexington, MA, was honored at a going away party by members of Visiting Nurse Hospice where she has been volunteer coordinator.

'62

The American Hospital Association Society of Hospital Social Work Directors (AHASWD) presented the Ida M. Cannon Award, the Society's highest honor, to **Susan S. Bailis**. Susan is assistant director of New England Medical Center and director of social services for the hospital.

Recently promoted to full professor of mathematics at Humboldt State University, **Phyllis Zweig Chin** is also their faculty development coordinator. She has been giving talks and demonstrations on "The Mathematics of Juggling" at high schools throughout the Western states.

**Ruth Weinstein Cielak** received a degree as translator interpreter in 1982 from the Instituto de Interpretes y Traductores in Mexico City. She has worked as communication chairman for the Congregation Or-El, which was established to serve the needs of the area's Latin American Jewish community, and was chosen to serve on the board of directors of the San Diego Chapter of the Anti-Defamation League.

**Laurence S. Morrison** has been appointed marketing consultant to member nations of the United Nations Educational, Scientific and Cultural Organization (UNESCO). Founder and president of a marketing and advertising company, he also teaches advanced public relations at Harvard University.

'63

**Ronald Kaiserman** is the president of the American Musical Theater Festival, which just completed a successful season in Philadelphia, presenting *Gospel at Colonus*, *The Golden Land*, *Secheer*, *Mowgli* and the opera *X* about Malcolm X. X also will be performed by the New York City Opera in September 1986. Ronald and his wife Rachelle announce the birth of a daughter Shira born in January 1985.

**Sharon Sherman Leiter's** second book, entitled *Akhmatova's Petersburg*, is a study of the progression of Akhmatova's Petersburg poems, from the the early love lyrics of the teens to the historical panoramas of the Soviet years. Sharon is a Russian teacher, translator and writer of fiction. She and her husband Darryl Leiter '64 live in Charlottesville, VA, with their daughter Robin.

**Judith Shapiro** is the acting dean of Bryn Mawr College this year. She has been a member of the Bryn Mawr Department of Anthropology since the fall of 1975.

'64

**Marilyn Berthelette** is organist for St. James Episcopal Church in Greenfield, MA. She has been church organist, choir director and voice teacher in her own studio, as well as accompanist, vocal coach and choral director for high school musicals.

'65

**Dennis Baron**, professor of English at the University of Illinois at Urbana, has been appointed director of rhetoric. His new book, *Grammar and Gender*, will be published by the Yale University Press early in 1986.

**Jonathan Burroughs** was one of the producers of last year's hit film *Fletch* from Universal Studios. Classmates will remember him as the producer of *Fire* in 1969, which played at Brandeis and ran on Broadway shortly thereafter.

**Michael Dover** and his family have moved to Peterborough, NH. Michael, an ecologist, is starting an environmental consulting practice specializing in agricultural and pesticide policy issues.

The New York law firm of Greenfield, Eisenberg, Stein and Senior announces that **Alan E. Katz** is a member of their real estate and corporate law firm.

After three years as vice president, **Margery Seeling Ohrling** has been appointed president of Stylecraft Distributors, Inc., a warehousing distributor of kitchen and bathroom cabinetry in White Plains, NY.

'66

**Margery Sager Cohen** is the president of the Tri-Cities Chapter of the Brandeis Women's Committee. She also teaches clarinet and performs locally with small music groups.

**Gary David Goldberg** is creator and executive producer of NBC's hit comedy, *Family Ties*.

**Norman P. Goldberg** recently became senior vice president and general counsel of Brian M. Freeman & Co., an investment banking firm located in Washington, DC. Previously he had been ERISA litigation counsel for the United States Department of Labor.

'67

**Loren (Leah Storch) Gelber** received a Ph.D. in medical chemistry from Northeastern University in June. She is currently assistant director for regulatory affairs at Barr Laboratories, Northvale, NJ.

**Phyllis C. Kaufman** is the originator and coauthor of the *No-Nonsense Guides*, a series of 17 books on finance, real estate and related subjects. She is also listed in *Who's Who in American Law*.

**Sandra Sherman** has been elected to the first executive board of the newly created Society for Literature and Science, an organization whose purpose is to encourage the study of relationships among literature, science, technology and the arts. Membership inquiries may be directed to her at 1316 New Hampshire Ave., N.W., Apt. 207, Washington, DC 20036.

'68

**Roberta Marke Hunter** and her husband Dr. William Hunter have a new daughter Julie Deborah born on July 1, 1985. Roberta is presently studying educational administration and supervision.



**Angela Mazzarelli** was a two-to-one victor in the New York City election in November for civil court judge. Twice named "most highly qualified" by the New York County Independent Judicial Screening Panel, she graduated from Brandeis with honors, and received her J.D. from Columbia University. She has worked in the New York Department of Consumer Affairs, as attorney in the Bronx Legal Services, as Special Assistant to the General Counsel of the Housing and Development Administration, as law assistant to the Board of Justices in the New York State Supreme Court and law clerk to the New York State Supreme Court Justice. She defines justice as fairness, compassion and firmness. She has established a reputation as an advocate for the poor, women, the elderly and disabled. During her campaign, Mazzarelli noted that she was heartened by the loyalty and support from the Brandeis community. "My years at Brandeis opened new horizons for me and changed the course of my career," she writes.



**Howard T. Rosenfield** has completed a four-year psychiatric residency in the Karl Menninger School of Psychiatry at the Menninger Foundation. Selected by the faculty as the outstanding member of this year's graduating class, Howard received the Laughlin Award, an award presented annually by the National Psychiatric Endowment Fund to the top resident from each of 14 psychiatric training programs in the United States. Howard has accepted a position as director of psychiatric services for the Bath-Brunswick Area Mental Health Center, Brunswick, ME, where he will be treating patients at the inpatient unit of Brunswick Regional Memorial Hospital as well as seeing outpatient clients at the center's Bath office.

'69

**Rev. Richard G. Curran** has graduated from Lesley College with a Certificate of Advanced Graduate Studies (CAGS) in computers and education. He recently has returned from a tour of Germany, Austria, Switzerland, Italy and Israel.

**Henci Harman Goer** announces the birth of a daughter Sarah Beth on September 10, 1985.

In June, **Susan Levin** married Alex Hart in Vancouver, British Columbia.

'70

**Roberta Baer** received her Ph.D. in anthropology from the University of Arizona in 1984. She is presently assistant professor of anthropology at the University of Southern Florida, Tampa, where she conducts research on nutritional anthropology in Latin America.

**Marcia Bloomberg** is currently director of development for an abuse prevention agency in White River Junction, VT. She lives in Hanover, NH, with husband Jerry Fish and their two children Hadassah and Nathan.

**Nancy Danforth Gault** announces the birth of her daughter Heather Louise, on July 11, 1985. Her husband Robert Taylor Gault is a self-employed architect in Westport, CT.



'71

**Robert Gold** has been appointed physician coordinator of the Walk-In/Urgent Care Center at the Regional Health Center in Wilmington (RHCW). In addition to treating patients, Robert is responsible for the general supervision of medical care.

**Irit Krygier** owns and operates the Irit Krygier Contemporary Gallery in the Wilshire district of Los Angeles, CA.

**Daniel J. Lasker and Deborah Lasker '73** have had their fifth child, Noam Yerahmiel. They recently have completed the building of a house in Beer Sheva, Israel. Deborah teaches high school English and Daniel has been appointed chairman of the Jewish Thought Division of the Department of History at Ben-Gurion University of the Negev in Beer Sheva.

**Mark Stevens** is an environmental engineer, and is currently in his second year at Temple University Law School in Philadelphia.

'72

**Robert Cassler** is general counselor for the Copyright Royalty Tribunal, a government agency created by Congress to establish the copyright royalties which the cable industry pays for the retransmission of broadcast programs.

**Deborah Chotner** and her husband Matthew Van Hook announce the birth of their daughter Emma on July 24, 1985.



Six Publicity Club of Boston Bell Ringer Awards for excellence in public relations were recently awarded to **Carol Cone** and Cone and Company.

**Rosalie W. Gerut** traveled to the Soviet Union this past spring with three other members of the Klezmer Conservatory Band. They were expelled after playing music with the Phantom Orchestra of Tbilisi, Georgian U.S.S.R.—a group of Jewish Refuseniks. Since then, the quartet has performed in Washington, DC, at the 10th anniversary of the Helsinki Accords and at the annual meeting of the Union of Councils for Soviet Jewry. "Rosalie and Friends" will produce an album of original Hebrew and Yiddish music.

**Faye Ringel**, who received a Ph.D. in comparative literature from Brown University, is now assistant professor of English at the U.S. Coast Guard Academy in New London, CT.

**Kenneth Still** has been named director of the Northeastern University Academy, a supplementary program to the public schools. He received his master's degree in counseling from Boston University. He is also a history teacher at Madison Park High School and a basketball coach at Boston English High School.

**Rabbi Jeffrey Summit** traveled to Jerusalem to record oral histories from cantors at the American Conference of Cantors Convention. His trip was funded by a grant from the National Endowment for Humanities and the Cantors Assembly. He is pursuing a graduate degree in ethnomusicology at Tufts University where he serves as Hillel Director and Jewish Chaplain.

**Steve Vineberg** received a Ph.D. in drama from Stanford and is now assistant professor in the theater department at Holy Cross College, Worcester, MA.

'73

**Lee J. Brooks** and his wife Ellen announce the birth of their first child Deborah Michelle on October 24, 1985.

**Joan Greenhut** received a Ph.D. in biochemistry from Rice University in May.

**Robert V. Hoffman** has been promoted to the position of senior tax consultant in the New York office of the accounting firm Peat, Marwick, Mitchell and Co.

**June Warren Lee** announces the birth of her second child, Daniel William, on June 14, 1985. She is now editor-in-chief of *Chronicle*, the official newsletter of the American Association of Women Dentists. In July 1984, she was elected a Fellow of the Academy of General Dentistry.

The Park Nicollet Medical Center in Minneapolis has announced the addition of **Dr. Carol A. Manning** to its Urgent Care Department. Dr. Manning specializes in emergency and internal medicine.

**Dan and Betsy Pfau** announce the birth of their son David Benjamin on August 20, 1985.

**Barbara Wolff Watters** and her husband Ralph had their first child on November 8, 1984. They are partners in their own remodeling business.

**Susan Feigenbaum** was awarded tenure and promoted to associate professor of economics, Claremont McKenna College. She is the recipient of the Robert Wood Johnson Faculty Fellowship in Health Care Finance at Johns Hopkins University for 1985-86.

**Donna Lubin Goldman** and husband Cal Goldman announce the birth of their daughter Wendy Heather on April 5, 1984.



## The Jews of Poland Between Two World Wars

An International Conference

April 12-April 15, 1986

organized by

The Tauber Institute for the Study of European Jewry, Brandeis University

The Center for Research on the History and Culture of Polish Jews, The Hebrew University of Jerusalem

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**Peter D. Goldstein** is an associate with the firm of Dorsey and Whitney in New York City. He lives in Stamford, CT, with his wife Marge and daughter Jeena.

**Carol Bower Johnson** was named statewide coordinator of homeless services for the Massachusetts Department of Mental Health in Boston, MA. She also has served as director of the department's Parker Street Shelter, the nation's first shelter for the mentally ill homeless.

**Nina Kafka** graduated from the Ohio State University College of Veterinary Medicine, and now practices at the Valley Veterinary Hospital in Walnut Creek, CA.

**Joel Linzner** announces the birth of his daughter Monica Marie in March 1985. She joins brother Matthew Todd, age two.

**John W. Parcellin** taught mathematics in the Malden public schools before enrolling in the evening division of the New England School of Law. While he pursued his law degree at night, John worked as an administrative aide to the mayor of Malden. He is now a candidate for admission to the Massachusetts Bar.

**Susan Goldberg Signore** is now a vice president with Heller Financial's New York office. She calls on investment bankers to develop new asset-based loans, focusing on leveraged buyouts from five to 100 million dollars.

**David R. Urbach** has joined the cardiology practice of Thomas Sbarra and Bruce Levy in Falmouth, MA.

**Glenn M. Wong**, assistant professor of sports studies at the University of Massachusetts, Amherst, moderated a panel discussion on "Antitrust Law Applications and Professional Sports Franchise Movement: Legislative Alternatives" at the recent Seton Hall University Sports Law Symposium in Newark, NJ.

'75

**Barbara Alpert** has been promoted to editor of adult fiction and nonfiction at Bantam Books.

**Lee Shulman Eichhorn** and **Bill Eichhorn** '74 announce the birth of Laura Kate on March 21, 1985.

**Kim Geringer** is the director of a clinical program treating abusive parents and their children in New Jersey. She and her husband had a daughter Rachel Hillary in 1982.

**Alisa Belinoff Katz** has been named chief deputy to Councilman Zev Yaroslavsky of the Fifth Council District in Los Angeles. This marks the first time a woman has been appointed to the position.

**Bruce Pollack-Johnson** is an assistant professor of mathematics at Oberlin College. He received his Ph.D. from the University of Pennsylvania in 1983. He and his wife Linda also perform as jugglers, mimes and musicians.

**Frances Rosenbaum** and Robert Ginsberg announce the birth of Kori Julia Ginsberg on December 12, 1984. She joins her brother Jonathan Zachary Ginsberg born December 23, 1982.

**Jonathan Sarna** is coeditor of *Jews and the Founding of the Republic* (Markis Wiener Publishers) and general editor of a new series entitled "Masterworks of Modern Jewish Writing," both produced under the auspices of the Center for the Study of the American Jewish Experience at the Hebrew Union College-Jewish Institute of Religion, Cincinnati, OH.

**Joshua Z. Schoffman**, the first fellow of the Israel-U.S. Civil Liberties Law Program, is in Israel for the second year of his fellowship. The fellowship program is designed to plant the seeds of a civil liberties bar in Israel.

**Virginia Faulstich Shiller** and Robert Shiller announce the birth of Derek Charles on July 30, 1985. He joins brother Benjamin Reed in their New Haven, CT, home. She received a Ph.D. in psychology from the University of Delaware and is a postdoctoral fellow at the Bush Center in Child Development and Social Policy at Yale University.

**Rachel Siporin** recently had her paintings and drawings on exhibit at the M.S. Gallery in Hartford, CT. She has had shows in Connecticut, Massachusetts, New York and Kentucky.



**Terrie S. Williams** is director of Public Relations, Essence Communications, Inc. She is secretary for the board of directors of the New York Chapter of the Public Relations Society of America. She is also executive coordinator of *Essence*. She addressed the recently formed Alumni Minority Network in December at a dinner meeting that was part of a series of career mentoring opportunities for Brandeis undergraduates sponsored by the Office of Alumni Relations and the Office of Student Life.

'76

**Donna Arzt** has left her position as Assistant Attorney General for Civil Rights and Public Charities in Massachusetts to attend the World Union of Jewish Students Institute in Arad, Israel. Following the Institute she will be working in Jerusalem for six months with the Association for Civil Rights in Israel and the Soviet Jewry Education and Information Center. She reports that her only regret about this "sabbatical" is that she'll miss her class' 10th reunion.

**Barbara Kirsner Berg** and Howard Berg announce the birth of their daughter Arielle Leslie in July 1985.

**Michael Bogdanow** and **Marjorie Freedberg Bogdanow** '78 have moved to Lexington, MA, with their son Matthew. Michael has recently graduated from Harvard Law School and is an attorney with Parker, Coulter, Daley and White in Boston. Marjorie is a social worker for Jewish Family and Children's Service of Greater Boston.

**Stan and Muschel Bulua** '77 announce the birth of their son Scott Jonathan on March 15, 1985.

**Zachary E. Gerut** is completing a fellowship in Plastic and Reconstructive Surgery at Montefiore-Albert Einstein Medical Center and is setting up a practice in New York. He and his wife Robin are the parents of two children Benjamin Samuel and Tali Elana.

A son Tyler Dean was born to **Darrell Hayden** and his wife Brenda on March 18, 1985, in Los Angeles. Darrell is project director at Hinsche and Assoc., a Los Angeles-based graphic design firm.

**Vicki Kanek** is executive marketing specialist of Gans Tire. She also works for Bonds for Israel.

**Helene Cohen Newman** and Bruce Newman announce the birth of their first child Joy Shana on November 21, 1984.

**Brian A. Rogol** is program administrator for special financing at IBM Credit Corporation, Old Greenwich, CT. Brian has responsibility for the credit corporation's leverage lease financing. He and **Rhonna Webber Rogol** live in Stamford, CT, with their children Alissa, four, and Joshua, two. In addition to caring for the children, Rhonna continues to practice law on a part-time basis, to teach at a local Hebrew school and devote herself to volunteer work in the Jewish community.

'77

**Hal S. Davis** graduated from the Boston University School of Law, and the New York University School of Graduate Business Administration. He has joined the Wall Street investment banking firm of Salomon Bros., Inc., as senior tax attorney.



**Irene Goranitis** is entering her second year of practice in internal medicine in West Roxbury, MA. She was appointed clinical instructor in internal medicine in July 1985. Irene is married to Morton Jackson and is enjoying their two-year-old twin boys Alexander and Paul.

Having left the Antitrust Division of the Justice Department, **Glenn B. Manishin** is now associated with the law firm of Jenner & Block in Washington, DC. He is practicing in the areas of communication, antitrust and litigation.

**Robert Muller** recently received his doctorate in clinical psychology at the University of Massachusetts at Amherst. Rob lives with his wife Heidi Knoll in White Plains, NY, and is currently working as staff psychologist at the New York Hospital-Cornell Medical Center/Westchester Division.

**Lisa Potischman** announces her marriage to Jeffrey E. Bellin, D.M.D. Lisa is a financial planner; her husband directs the dental clinic at the South Boston Community Health Center. Their new home is in Brookline, MA.

**Joanna Roche** is the new director of alumni affairs at California State University, San Bernardino, CA.

**Bari Stauber** is working as manager of personal planning and development for Columbia University.

**Margi Suttenger** is buyer of gold jewelry for Macy's New York City. She is married to Robert Solomon, vice president and head of investment banking at Refco Partners.

'78

**David Charney** recently finished her dissertation and was awarded a Ph.D. in rhetoric from Carnegie-Mellon University in Pittsburgh, PA. She says, "This should not surprise anyone who remembers how much I love to argue!" David is now job hunting and she hopes some lucky prospect will bring her back to the Boston area for a visit.

**Rebekah Dorman** is an extension associate on the faculty of the Department of Human Development and Family Studies at Cornell University. She is completing her doctorate in developmental psychology and editing a book on the problem of child abuse in migrant families in the United States.

**Elyse Goldstein** married Baruch Browns, a Hebrew calligrapher and teacher of hearing-impaired children. Elyse will continue to serve as assistant rabbi at Holy Blossom Temple, Toronto.

**Jonathan A. Hirst** married his high school sweetheart Gail Shafit on October 26. He has joined the international investment management firm of Rees, Pereira & Co.

**Gary and Monica Karpen '77** announce the birth of their son Joshua Gregory on April 7, 1985.

**Harry Lebowitz** is living in Philadelphia. He writes that he is "keeping the Navy afloat" while awaiting the start of an ophthalmology residency at Yale in July 1986.

**Eric Linden and Gayla Zoghlin** announce the birth of their son Jeremy David Linden on August 26, 1985. Together they serve as Alumni Admissions Council chairpersons for the Detroit area.

**Serena E. Sara** completed a postgraduate course in sports injuries and is certified as a team physician by the American Chiropractic Association. She has her practice in Miami, FL, where her husband Edwin Zaslow is an attorney.

**Joe Ann Smith** earned her law degree at the evening division of the New England School of Law, and is a candidate for admission to the Massachusetts Bar.

'79

**Naomi Bromberg Bar-Yam** and her husband Yaneer announce the birth of their daughter Shlomiya on June 11, 1985.

After spending four years in Manhattan, **Howard Cetel and Rosanne Levinson '80** have settled in southern New Jersey. Howard has opened a dental practice. On August 23, the couple celebrated their fourth anniversary.

**Anthony A. Cogliandro** and his wife Doreen are codirectors of the Revere Karate Academy in Revere, MA. He is currently a fourth-degree black belt.

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**Carl G. Hindy, Ph.D.**, and his wife Susan G. Vonderheide, Ph.D., announce the birth of their son Nicholas Carl on February 14, 1985. Carl is an assistant professor of Clinical Psychology at the University of North Florida and maintains a private practice in Jacksonville.

**Jerome Hoberman** and his wife Rhonda are now living in State College, PA, where Rhonda teaches oboe at Penn State and Jerry is conductor of the Nittany Valley Symphony.

**Joel Lamm** is presently in private practice, specializing in dermatology in Hicksville, NY.

**Heidi Libmer Littman and Dan Littman '76** report that they are busy raising their two children Rebecca, five, and Isaac, two. Dan is manager of the loan and discount department of the Cleveland Federal Reserve Bank. Heidi is a counselor and writer with the Cleveland Rape Crisis Center.

**Seth Moldoff** is a senior account officer for the Los Angeles office of Citicorp Industrial Credit.

**Therese Provenzano** has been appointed director of the Choral Union of Boston University and lecturer in music education at Northeastern University.

**Marge Reiter** received her M.P.H. in hospital administration from the Boston University School of Public Health in 1984. She assumed the position of manager of the Ob/Gyn Clinic at Gouverneur Hospital, New York City in July.

**Debra Rittner** married Mark London on October 20, 1985. They live in Auburndale, MA. Debbie is coordinator of the Greater Boston Young Women's Branch of the National Council of Jewish Women. She would be pleased to have local alumnae interested in joining the group contact her.

**Robbin Schneider** is in private practice as a psychologist in Bellmore, NY, and is also a school psychologist in Farmingdale. She is married to Dr. Howard Curr.

**Jay S. Stiller** has been appointed assistant medical director for the Paul Revere Companies. Jay recently joined the Worcester, Massachusetts-based firm after completing his residency at St. Vincent Hospital. He earned his medical degree at the University of Massachusetts Medical School. He lives with his wife in Shrewsbury, MA.

'80

**Richard A. Shapiro** announces his association with A. Morton Shapiro for the general practice of law.

**Deborah Arbit** is a third-year student at Sackler School of Medicine, Tel Aviv University.

**Lisa Braun-Kenigsberg** and her husband Aaron Kenigsberg, M.D., are moving from Miami to Boston in June 1986. They are expecting their first child in April 1986. Lisa is a reporter for a South Florida daily newspaper.

**Jeffrey Cohen** is now a C.P.A. in the state of Florida. He is also a naval officer and serves as fiscal officer of the Naval Hospital in Orlando.

**Florice Hoffman** graduated from Rutgers School of Law in May 1984, and is currently an associate at Reich, Adell and Crost in Los Angeles, practicing union labor law.

**Sarena Kaminer** received a J.D. degree from Cardozo School of Law in June 1984. She is associated with the New York City law firm of Altier, Wayne and Klein.

**Mark L. Matulef** has joined the National Association of Housing and Redevelopment Officials as senior research associate. He will be responsible for designing and managing the housing and community development research program.

**Janet Scharfstein** is marketing services coordinator for Gannett Company, Inc., in Washington, DC.

'81

**Renee A. Best** has been awarded a master's degree in business administration from Atlanta University.

**Amy Cohen** and **Karen Cutler** are roommates in Los Angeles. Amy has just received her master's degree in counseling psychology from the University of Southern California and will continue there towards her Ph.D. Karen graduated from Southwestern Law School, and will be taking the bar exam this summer.

**Lily Diaz** is working as a visual artist in New York City. She is freelancing as a photographer, and is heavily involved in film designing and motion graphics. Lily recently received the resident artist award for 1985 from the Museum of Holography in New York.

**John S. Ensign** received his J.D. degree from the New England School of Law, and is practicing in New Jersey.

**Deborah Goldberg** will marry Jeffrey Pollak in March 1986. She graduated from Georgetown Law School in 1984, and is now working for Matthew Bender & Co. Jeffrey is a radiology resident at Columbia-Presbyterian Hospital.

**Amiet Goldman** received her M.B.A. in marketing from New York University in June 1983; she is presently employed as a marketing representative for IBM's Wall Street Office.

**Lucy Spencer Hornstein** was awarded her M.D. from Medical College of Pennsylvania. She will begin her residency in family practice at the Montgomery Family Practice Center, Norristown, PA.

**Nechama Katz** has been the managing editor of *Moment Magazine* for the past year. She has been living in Brookline since graduation.

**Marisa Sharon Kesselman** married Herzl Ebrahimi on June 23, 1985, and began her internship at Kings County Medical Center, Brooklyn, NY, the following day. Marisa is a 1985 graduate of the Sackler School of Medicine, Tel Aviv.

**David P. Mackler** was married to Susan Barba this summer. David attends The Wharton School of Business, and is a programmer at Amherst Associates.



**James D. Marill** was recently sworn in as an officer in the United States Foreign Service. He is scheduled to serve in Ndjamena, Chad, Africa.

**Terry R. Martin** and **Barry S. Zingman** were engaged last May. Terry received a master's degree in public health from Yale University, and will be working at the Massachusetts Department of Public Health. Barry graduated from the New York University School of Medicine, and will be completing his residency in internal medicine at Boston City Hospital.

**Carol Ochs** and Doug Haven were married last April and are living in New York City.

**Eileen Merker** and **Marc D. Schneider** are living in Teaneck, NJ. Eileen is a psychiatric social worker at Summit Children's Residence Center in Nyack, NY, and Marc is director of finance for CBS, Inc., in New York City.

**Scott D. Schwartz** announced his marriage to Patti Schwartz in March 1985. Scott is a vice president at the Irving Bonios Company, a Los Angeles commercial real estate brokerage company. Patti is copublisher of *The Valley Entertainer Magazine*.

**Frank A. Segall**, a graduate of Columbia University Law School, is married to Karen Gilbert. Frank is practicing law at Mintz, Levin, Cohen, Ferris, Glovesky & Popeo in Boston, and was recently admitted to the Massachusetts Bar.

**Steven Tawil** is a fourth-year medical student at SUNY-Upstate in Syracuse, NY. He and his wife Madelynn recently celebrated the birth of their daughter Ginette.

'82

**Nicolas Bernheim** is finishing his M.F.A. at the University of Southern California in the Peter Stark Motion Picture Producing Program, and is writing a screen play. Previously he held positions with Channel 13 in Los Angeles and with ABC Sports.

After taking a year off to work as a psychiatric case worker, **Kenneth Epstein** is now a student at Albany Medical College.

**Mark Feinberg** and **Debra Schaeffer** were married in October.

After spending two years as a research assistant at Boston University, **Laura B. Fixman** is a first-year student at the Tufts Medical School.

**Hananya Goodman** is the proud father of Moshe Aharon Yitzhak. He and his wife Sharon live in Jerusalem, where he directs an adult education program in areas of Jewish thought.

**Stuart Grief** and **Amy Lee** were married on October 13, 1985. Stuart is technical manager at Matra Datavision in Woburn, MA. Amy is a dental hygienist in Winchester, MA.

**Michael Haberman '82**, **Steve Rabinowitz '83**, **Michael Lenett '84** and **Jeremy Price '84** shared a large house in Washington during 1984-85, and hosted a Brandeis reunion on New Year's Eve. Haberman graduated from Georgetown University Law School and is now in Israel serving as law clerk to a judge. Rabinowitz is in his final year at American University Law School. Lenett is in his second year of a combined J.D./M.A. program at Georgetown University Law School and Graduate School, while serving as a law clerk at a local law firm. Price is attending George Washington University for an M.A. in government.

**Dita Keyes** and **Mitch Coven** were married on October 14 and live in Rego Park, NY. Mitch is a lawyer and is law clerk to Judge Bernard Newman of the United States Court of International Trade. Dita is a research associate for Boyden Associates, an executive recruiting firm.

**Felicia Lebewohl** earned her law degree with cum laude honors from the New England School of Law. After her first year of study she was selected to join the staff of the *New England Law Review*.



**Janis Miller**, presently a student at the New England College of Optometry, was awarded second place in the 1984 Nikon Scholarship Awards Competition. Her prizewinning essay will be published in an optometric journal.

**Teta Moehs** is a hospital administrator in the Medical Service Corps at Pease Air Force Base, Portsmouth, NH. She graduated from the University of Michigan School of Public Health in 1984.

**Linda Scherzer** received her graduate degree in broadcast journalism from Northwestern University last year. She is now working at WPTZ, an NBC affiliate station in Burlington, VT, as reporter/anchor.

**Lauren J. Simon**, currently of Washington, DC, announced her marriage to Richard (Ricky) A. Ostrow. They are both members of the sports editorial staff of *USA Today*.

**Melissa Spivak** is employed at Education Development Center in Newton, MA, and is working on a project to help improve math programs in urban high schools. She earned a master's degree in early childhood education and taught kindergarten. She is engaged to marry Michael M. Fox in August.

'83

**Asa Adler** has been promoted to the position of loan officer at the Neptune Beach office of Barnett Bank in Jacksonville, FL.

**Jane Altshuler** and **Bruce Gendler** were married in May in Washington, DC. Jane is working for the Washington Alert Service of *Congressional Quarterly* and Bruce is working for Computer Sciences Corporation.

On June 9, 1985, **Joan Fagan** was married to Stuart Teich. The couple is living in Gaithersburg, MD, while Joan finishes her last year of law school at George Washington University.

**Burton Homonoff** and Robin Kall were married August 17, and are living in Rhode Island.

**Marc Krasnow**, president of Krasnow and Associates/Artist Management, opened the doors to his new recording studio Platinum Sound Recording, in Hollywood, CA, in August.

**Alison L. Kur** enrolled in the cooperative legal education program at Northeastern University School of Law.

**Leah M. Rosenfield** was appointed director of membership, grants and public relations for the Boston Bar Association. She is on the executive board and campaign cabinet of the Combined Jewish Philanthropies Young Professionals, and is a member of Women in Development.

**Andrew Silfon** is a second-year student at Brooklyn Law School. He is a member of the Moot Court Honor Society and has been selected for the National Trial Advocacy Team.

**Rita Stein** and **Scott Silver '84** were married in New York on September 8, 1985. Rita and Scott both work in marketing for companies in the Boston area.

**Brandon Tropov** and **Mary Tragert** were married on June 29, and live in Cambridge, MA. Mary works in the development office at WGBH-Channel 2. Brandon is a playwright who has had several works produced in Boston and one on Off Broadway. He is also assistant editor for a local publishing firm.

**Leah B. Weintraub** married John Gregory Adams in November. Leah is an editor for The Foundation Center, a reference library and publishing house. Greg works in the Controller's Office at Chemical Bank. The couple lives in Hoboken, NJ.

'84

**Greg Klein** and **Marc Rothenberg '83** were speakers at a recent conference on "Lawyering Skills and Nuclear Arms Negotiation" sponsored by the Lawyers Alliance for Nuclear Arms Control.

**Thomas Page** is presently a student at the University of New England College of Osteopathic Medicine in Biddeford, ME.

'85

**Ellen Joy Baker** and **Michael Grin '84** announce their engagement.

**Brian Freidenreich** is project engineer with Lutron Electronics Corp.

**Kenneth Getz '84** and **Debra Hassenfeld** happily announce their engagement. Debra is producing and editing video documentaries for Family Information Systems in Boston, while Ken is currently working toward a Ph.D. in clinical psychology.

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July 13-17, 1986

*"Leaders, Teachers, Dreamers:  
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The Summer Jewish Festival is a five-day program of lectures, seminars and cultural events illuminating the Jewish experience and heritage, designed for members of the Brandeis community.

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617-647-2641



**Michael M. Appell** has been named vice president of the Two/Ten Foundation, Inc., a Boston-based, international charitable organization serving the footwear, leather and allied industries.

**Allan Borowski** was recently promoted to senior lecturer, department of social work, La Trobe University, Bundoora, Victoria, Australia. Allan and his wife Helen became the parents of a set of twins Shoshana (Shoshi) and Matti in February 1984.

**Stephen Conway** recently joined Dorn Public Relations as an account executive. Previously, Stephen worked as a freelance writer, editor and translator.

**Alan R. Cutler** has been granted tenure as associate professor in the department of chemistry at Rensselaer Polytechnic Institute, Troy, NY.

**Hugh Carter Donahue** earned his Ph.D. in communications and policy analysis from M.I.T. in June. His thesis, "Defining Public Discourse," analyzes the evolution of news and political programming over American television. Donahue is employed at WNEV-Channel 7, Boston. He is also producer of "If It Fits," an award-winning documentary on New England mill towns, and coauthor of *Boston's Workers: A Labor History*.

**Jon Emerson** has joined the staff of RSA/Communications Management as a copywriter.

**Paul F. Fennelly** was named manager of the engineering and analysis staff of Environmental Research & Technology, Inc., a Concord-based environmental engineering and consulting firm.

This is **Eric Friedland's** 18th (chai) year as Sanders Professor of Judaic Studies with three academic institutions in Dayton, OH: Wright State University, the University of Dayton and United Theological Seminary. His "Atonement Memorial Service in the American Mahzor" appeared in the *Hebrew Union College Annual* this past summer.

**Robert Jerome Glennon** is professor of law at the University of Arizona College of Law. His book, *The Iconoclast as Reformer: Jerome Frank's Impact on American Law*, was published by Cornell University Press.

**Ronald Grove** is an associate at Booz, Allen and Hamilton in Bethesda, MD. Grove specializes in information, computer and communications security. He recently

presented a paper on mathematical modeling of computer networks at the eighth NBS Computer Security Symposium.



A distinguished scientist at the Albert Einstein College of Medicine, **Susan Band Horowitz** is among the first group of researchers in the nation to be awarded Outstanding Investigator grants by the National Cancer Institute. The seven-year grants were awarded to only 21 scientists. Susan is widely recognized for her important and influential studies of basic biological and immunological processes of relevance to cancer. She is professor and cochairman of the medical school's molecular pharmacology department.

**Elliot B. Karp**, director of leadership and human resources development for the Federation of Jewish Agencies of Greater Philadelphia, has been elected president of the alumni association of the Benjamin S. Hornstein Program in Jewish Communal Service at Brandeis University. He and two other Philadelphia Jewish communal professionals participated in the first Sherman Seminar for Jewish Professional Leaders, held at Brandeis in July.

The Dean Junior College production of *Hogan's Goat*, directed by assistant professor of Theater **James F. Kennedy**, was selected by the New England Theater Conference to receive first honorable mention in the Moss Hart Memorial Award Competition.

**Robert A. Rice** and partner Margaret Frantz have spent the last seven years building a house and barn from the ground up. He is writing *Competition and Community in Capitalist Society: Essays on a Network of Antagonisms*. His daughter Arden, 19, is a junior at the University of California, Berkeley, and his son Tony, 16, is a junior at Essex Jct. (VT) High School.

**Marilyn Rueschemeyer**, assistant professor of sociology and head of the Department of Special Studies in the Division of Liberal Arts at the Rhode Island School of Design, is senior author of *Soviet Emigre Artists: Life and Work in the USSR and the United States*.

**Deanna Tumey** has been named chief social worker for adult medicine and surgery in the New England Medical Center Department of Social Work Services. In her new position, she will be responsible for all inpatient social work programs for the two departments.

**Jacqueline Heilpern '58** died in August following a long illness. Following a lengthy illness, **Timothy W. Kaufman '76** died in October in New York City.



Newsnote

News

What have you been doing lately? Let the Alumni Office know — and send them photos and news that would be of interest to your fellow classmates.

We invite you to submit articles, photos or news of interest to the Alumni Office for review.

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## The Cover

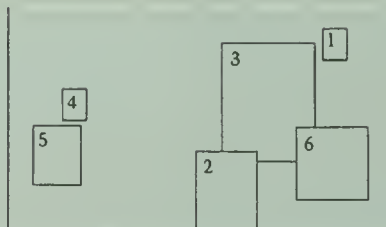
The American Jewish Historical Society, an independent institution that is located on the Brandeis campus, is a trove of materials documenting Jewish life in America — zany posters depicting the earlier years of Yiddish theater; a photo collection from the pre-World War II period of a village in Lithuania showing Jews and Lithuanian boatmen inhabiting a landscape as exotic as a moonscape; articles in display cases relating to Jewish culinary traditions; boxes crammed with antisemitic materials distributed by the Ku Klux Klan and other hate groups that would give nightmares to the most complacent among us; 74,000 volumes and over six million manuscripts, 250 paintings and artifacts.

In our search for a cover for this issue of the *Brandeis Review*, with the guidance of Society Librarian Dr. Nathan Kaganoff and his assistant Jonathan Scheffres, we came across an extraordinary holding — a suite of six early 18th-century American portraits of the members of the Levy/Franks family.

The portraits present a fine example of Colonial art, while the biographies of this family offer a compelling view into American Jewish social history. The portraits show Moses Levy (1665-1728); his daughter Bilhah Abigail who became Mrs. Jacob Franks (1696-1756); Jacob Franks (1688-1769); their eldest daughter Phila (1722-1811); and two double portraits of their younger children. The family was a prominent member of the Jewish community in New York and played a large role in the life of Manhattan.

The paintings are part of the Captain N. Taylor Phillips Collection given to the American Jewish Historical Society in 1952 by Phillips, a great-grandson of Moses Levy. Albert Ten Eyck Gardner, an expert on Colonial art, wrote, "in the history of American painting nothing is so rare as a large group of family portraits held together and augmented for more than two hundred years." All the paintings are done by the same artist, during the same timespan, probably between 1725-35, and are still in their original frames, claims Gardner.

- [1] Moses Levy, the owner of a fleet of merchant ships, was one of the wealthiest men in Manhattan and one of seven Jewish contributors to the fund for the building of the steeple of Trinity Church in 1711.
- [2] Jacob Franks, his son-in-law, was a linguist and leading New York merchant. He acted as the official agent for the British Crown in the Colonies during the French and Indian War, and from his ships and warehouses all British troops were furnished with supplies. An excellent character sketch of [3] Mrs. Franks is found in a book called *Early American Jewry*, by Jacob Marcus: "Her tongue was English, her script the Roman, and she knew and quoted Dryden, Montesquieu, and Pope. She devoured the newspapers, magazines, and pamphlets of the day, read books, and enjoined upon her sons the duty of reading and



studying every day while they were still young and the leisure was theirs. She saw that they were taught the painting and the music and the good manners that were expected of the children of the wealthy who moved in the magic of the titled and the politically powerful."

Her daughter [4] Phila married outside of the faith: her husband Oliver De Lancey, a Loyalist, was the senior officer in the British Army in America during the Revolution. Although De Lancey found it expedient to return to England after the war, Phila remained in this country with her children. They all married into prominent families, some of them eventually returning to England. [5] and [6] The children in the two group pictures are unidentified, but are definitely the progeny of Bilhah and Jacob Franks.

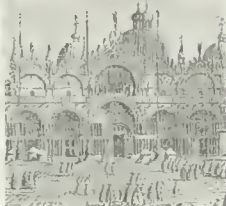
## This Issue

The growth of Jewish Studies in the United States in the last two decades has been one of the remarkable phenomena in the history of higher education in this country. Since its founding in 1948, Brandeis has acted as a beacon and resource center for institutions throughout the country seeking to integrate Judaic Studies into their curricula. At Brandeis, the Lown School of Near Eastern and Judaic Studies includes: the Department of Near Eastern and Judaic Studies, which offers undergraduate courses and graduate seminars on topics ranging from prebiblical times to the present; the Benjamin S. Hornstein Program in Jewish Communal Service, which is an M.A. program for the training of Jewish Communal professionals; and the Center for Modern Jewish Studies, devoted to research on the contemporary American Jewish community. The Lown School is the largest such unit in the field in any nonsectarian American university.

In this issue we share with you some of the interests and insights of scholars and students who find Judaic Studies at Brandeis a source of fascination. Brenda Marder talks with a Japanese student at the Lown School, whose religious background is an unusual mix of Zionism and Christianity; Stephen Whitfield writes about the durable aspects of Jewish humor; Benjamin Ravid traces the origin of the word "ghetto"; Jehuda Reinhartz draws a picture of Chaim Weizmann, the scientist, who became the first president of Israel; Gary Tobin quantifies and interprets reactions of American Jews toward antisemitism; and Leon Jick recalls how the Holocaust, which some two decades ago was nearly unmentioned, has become a current topic.

Brenda Marder  
The Editor





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## \**Hatikvah* on Mt. Aso

by Brenda Marder



Isaiah Teshima (right) studying with his advisor Professor Marvin Fox, chairman of the Near Eastern and Judaic Studies Department (NEJS) and director of the Lown School. The graduate programs in NEJS include as main fields: ancient Near East; Bible; Talmud and Midrash; Jewish history of all periods; Jewish philosophy; Islamic philosophy; Yiddish language and literature; Hebrew literature; the history and culture of East European Jewry; studies in the culture and history of Sephardic Jewry; the history, culture and politics of the Modern Middle East; the history of Zionism and the State of Israel; Holocaust studies and the study of the history, sociology and culture of the American Jewish community.

Brenda Marder is editor of the Brandeis Review and director of publications.

Isaiah Teshima, a Japanese scholar working on his Ph.D. in rabbinic thought, is one of many foreign students who come from all over the world to study at the Lown School of Near Eastern and Judaic Studies. He was named for Isaiah, the great Hebrew prophet of the eighth century B.C.E. He can read, write and speak Modern Hebrew, having lived in Israel for six years while earning his undergraduate degree in Jewish thought at Hebrew University. "In fact," says his academic advisor Professor Marvin Fox, chairman of the Near Eastern and Judaic Studies Department and director of the Lown School, "Isaiah has superb control of all levels of the Hebrew Language — biblical, Rabbinic, medieval, modern."

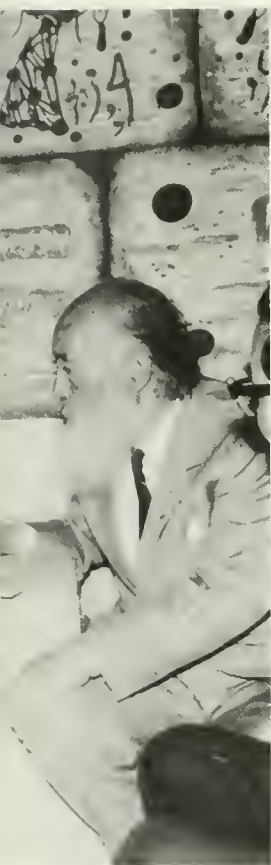
In fall 1984, Isaiah came to Brandeis at the suggestion of his friend Pinchas Peli, professor of Jewish thought at Ben-Gurion University of the Negev, and his teachers at Hebrew University. His purpose is to deepen his knowledge of the Hebrew Bible and to master the field of rabbinic thought. He is following in the footsteps of his brother Jacob, who earned a Ph.D. at the Jewish Theological Seminary in New York. "It is impossible to grasp the message of the Bible unless you read it in its original language. Translations carry interpretations and we want to clear away others' interpretations," explains Isaiah. "We are Japanese and have our own way of understanding God."

Isaiah is a trim, compact man who speaks English with a definite accent. Eager to tell the story of Makuya, the religious movement to which he belongs, he makes two key points at the outset: he feels his Japanese identity keenly and is passionate about all things Jewish. While Makuya, a sect with profound Zionist sympathies, pronounces no strict dogma, nor clings to any specific rituals, it manages to accommodate neatly for its members two of their most cherished symbols — the menorah and the rising sun.

\**Hatikvah* is the name of the national anthem of Israel. It means literally *The Hope*.



Dr. Teshima meeting  
with President  
Shneur Shazar of  
Israel in the  
early 1970s



Makuya en masse in  
Tokyo marching  
in support of  
Israel in 1973



Makuya members, according to their own definition, are "an indigenous Japanese group of Bible believers who emphasize the importance of personal encounters with the Holy Spirit." The main characteristics of the Makuya faith are four-fold: "total commitment to God in everyday living; earnest prayer to meet the *Orot-Hakodesh*, the Light of Life; *hitlahavut* (exuberant joy) in the communion of God with man; and unconditional love for Israel." An entry in the *Encyclopaedia Judaica* concurs that Makuya's "religious life is somewhat akin to the early Hasid movement with characteristics of *hitlahavut* (exuberant joy) and total commitment to God."

Isaiah has a powerful link to the movement: his father was Dr. Abraham Ikura Teshima, founder of Makuya and from many accounts a man of unusual religious vision and charismatic personality. Photo and movie film show him as a spare, kinetic, finely boned man with a full white patriarchal beard, his eyes alight with intelligence and warmth. He died in 1973, but in Japanese fashion, where the group is stronger than the individual leader, 40 or 50 of his disciples have taken over the responsibilities of the movement. Born in 1911, Dr. Teshima was converted to Christianity before World War II much to the disappointment of his parents; they were of the Samurai class and came from the Shinto tradition, which Samurai consider quintessentially Japanese, in contrast to Christianity, which they view as a Western innovation.

Although it is unusual in its orientation, Makuya is not the first religious organization in Japan to hold Zionist sympathies. Two of Dr. Teshima's mentors who played a pivotal role in his conversion — Kanzo Uchimura, founder of the Non-Church Movement, and Toyohiko Kagawa, who took a trip to see the Western Wall in 1925 — were convinced that Palestine must again become the homeland of the Jewish people if God's promise were to be fulfilled. Thus, it is not altogether unexpected that Dr. Teshima would build his sect using Zionism as a cornerstone. "My father understood that the Bible exists in the whole moral tradition: its message is continuous from Abraham to the founding of the State of Israel," Isaiah remarks.

Makuya, which Dr. Teshima founded in the dark days after World War II, became his life's work. An airplane manufacturer during the war, he became a wealthy industrialist; but in 1948, after a deep spiritual encounter, he put his business life behind him and plunged into answering what he considered God's call. From the beginning, Dr. Teshima linked the organization to the history of the Hebrew Bible. In Makuya literature, members write that "the essence of Makuya had its origin in the commandment of God to Moses at Mt. Sinai when He said to him, 'you shall make the tabernacle (Makuya) that I might meet with the people and with you.' The Makuya movement started when Dr. Teshima met the living God at Mt. Aso." Makuya is the Japanese translation of the Hebrew words, *ohel moed*, the meeting place or tabernacle between God and man. Makuya, therefore, has no designated place of worship — no church, no temple. The members seek a direct, spiritual encounter with God: such moments can happen anywhere — on the top of a mountain or in someone's home or in a meeting hall.

Basically, Dr. Teshima stressed the importance of a personal relationship with God and the return to the dynamic faith of the original gospel of early Christianity. He was at odds with the dogmatic, institutionalized, Europeanized churches, which he felt distorted the ancient message. Intent on reviving the spiritual condition of a devastated postwar Japan, he asserted, paraphrasing the prophet Amos (8:11), that Japan did not hunger from lack of bread but rather from a need to hear the voice of God.

His followers believed that their leader possessed a special spiritual power and prophetic vision. As a commentator on the Bible and a prolific writer, he emphasized that a deeper understanding of the Jewish faith, of the Jewish people and their history is essential to a complete comprehension of the scriptures. "The Bible is the light to all peoples and the biblical faith perfects all religions. Even today the God of Israel is living and vividly intervenes in the human society with his abundant goodness and mercy," he wrote.



Members of Makuya dancing in the streets of Jerusalem

Enthusiastic Makuya visitor talks to Israeli reporter while Dr. Teshima (right) looks on



Makuya holds an annual summer conference in Japan with invited guests from Israel



Dr. Teshima shared the philosophy of many Jewish thinkers of his time, especially that of Rabbi A. I. Kook, Israel's first Chief Rabbi, who believed that the return of the Jewish people to Israel was part of a redemptive chain of events that began with the founding of the new Jewish settlements in Palestine in the late 19th century. These efforts reached their climax in the establishment of the Jewish state in 1948. Accordingly, "the 1967 war, which reunited the two halves of the Land of Israel, was, in this view, a sign that the Lord was renewing his promise to the Jewish people by reconnecting them with the land. Israel's redemption and the resettlement of the land would be the first stage, the necessary instrument, in the world redemption," wrote Jerusalem Bureau Chief Thomas Friedman '75 in the *New York Times* (Jan. 26, 1986). Dr. Teshima also shared certain basic ideas with Martin Buber, the great German Jewish philosopher, and Abraham Heschel, the American Jewish philosopher at the Jewish Theological Seminary.

The real measure of Makuya's love for Israel registers most clearly during times of crisis. In 1967, when the Six-Day War broke out, Dr. Teshima organized the Israel Emergency Relief Committee of Japan and flew to Israel with relief supplies. On June 11, he entered Israel and rushed to the Western Wall where he offered a prayer of thanksgiving for the restoration of the city to the Jewish people. The lines he inserted into the rocks of the Wall read: "I thank the God of

Abraham, the God of Isaac, the God of Jacob, for the promise of the God of David, and his truthfulness." The *Jerusalem Post* quoted Dr. Teshima as saying that he considered his sect "as one of Jewish-style Christians who believe that Jews are the chosen people."

Not only did Dr. Teshima draw the attention of the press, but the exploits of Shlomo Ono, a Makuya volunteer, were spectacular enough to be reported also in the *Jerusalem Post*: "Jerusalemmites, who went through two harrowing days of Jordanian attack last week, were astonished to see a young Japanese boy walking through the capital, his head and forearm heavily bandaged. In fact, he was the first Japanese casualty of the war. Shlomo Ono (he wouldn't be referred to by any other name), a twenty-four-year-old driver from Yokohama, was Japan's first and only volunteer to reach Israel just before June 5, the day the war broke out." He was among 10 volunteers whom Dr. Teshima had assembled in late May to serve in Israel, but Shlomo alone had managed to slip through before the air transportation was halted. Shlomo, who years earlier had studied Hebrew at a kibbutz as do many young Makuya members, had been hit while tending to a wounded neighbor whom he accompanied to the hospital.





Makuya members praying at the Western Wall

In 1973, when Israel was attacked by Egyptian forces and Japan renounced its traditional policy of neutrality to adopt a pro-Arab stand, prompted by dependence on oil from the Middle East, Dr. Teshima called upon Makuya members to organize a peaceful march through Tokyo in support of Israel. Thousands of men, women and children streamed to join the march, carrying banners written in Japanese, Hebrew, English and Greek reading, "Forsake Not Zion," "O House of Israel, Be Strong and Courageous For Makuya Is With You All The Way," "Thou Shalt Not Live By Oil Alone," and singing *Hava Nagila*, *Heveinu Shalom Aleichem* and other Jewish religious and folk songs. A movie which Isaiah has brought to Brandeis from Japan shows astounded Jewish tourists in Tokyo gazing on the scene, some incredulously, others wracked with profound emotion. Again in 1975, when the United Nations adopted a resolution condemning Zionism as a form of racism, the Makuya sent a letter of petition to United Nations Secretary General Kurt Waldheim with 27,000 signatures collected from dozens of countries to rescind the measure.

Makuya's pull toward Israel and Judaism is obvious in other ways. For example, over 300 students have gone to Israel to Kibbutzim to study Hebrew and, as a token of the movement's affection for Kibbutz Heftsi-Bah, Makuya members have donated a Japanese garden replete with plants, little waterways and bridges. Thousands of members have made the annual pilgrimage to Israel where, among other religious and social experiences, they pray at the Western Wall.

"Going to Israel and praying there brings us into the biblical process, draws us into the mainstream of the biblical experience. We know that the biblical process is not over, that it has a history and a future, and we want to be an integral part of it," says Isaiah. Makuya has printed a Japanese-Hebrew dictionary and brought out a textbook for learning Hebrew that has enjoyed wide distribution among the Japanese public at large who, always eager to learn, "have thrown themselves enthusiastically into learning Hebrew," he adds.

Even though it appears on the surface that the philosophic base of the movement shares much with Judaism and deviates from the basics of Christianity, the members of Makuya feel themselves thoroughly Christian. "We do not like discussing Christianity and Judaism as separate things," Isaiah explains, "because both of them originally came from the Bible. More than that, Christianity could not have existed without Israel, which implies its people, history and land. For instance, we have a kind of Bar Mitzvah rite when we take our children up to Mt. Aso, one of the highest mountains in the country, as a way of making a ceremony for them because we are impressed by the influence a Bar Mitzvah has on Jewish children." Isaiah stresses that the movement is sensitive to the needs of children, and thus Makuya is very much a family affair.



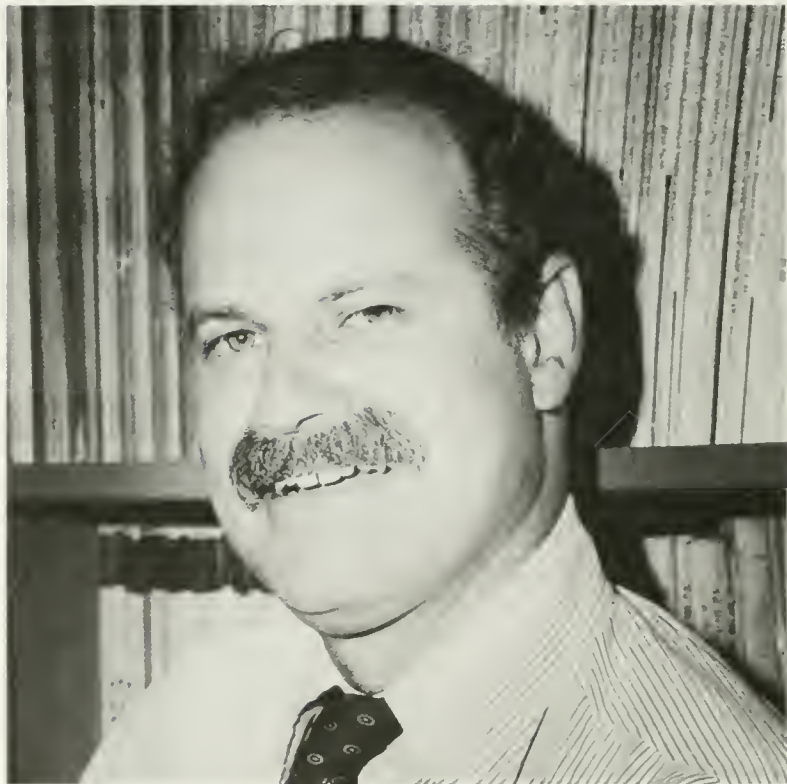
To those who are familiar with Japanese attitudes toward religion, it comes as no surprise that a Shintoist could adapt with fervor to another pattern. A respected Italian scholar of Japanese studies, who was in Japan in the postwar decades when Dr. Teshima was arduously building his movement, described the religious ambiance of the capital: "Tokyo is . . . the city in which nearly all religions ever invented by man to explain the mystery of his existence are represented in one way or another. When the sun rises in Tokyo, it is greeted by Shintoists praying with joined hands and Muslims bowing toward Mecca. Later, in the temples belonging to the eighty-seven Buddhist sects or sub-sects the scriptures are read, and services, either solemn and splendid or simple and intimate are held. Mass is celebrated in the Roman Catholic chapels and services take place in the churches and chapels of the numerous Protestant congregations . . . Apart from these, there are in Tokyo temples or chapels or shrines of more than twenty little-known or recently invented religions. You could, for instance, make obeisance before the Four Luminaries of Wisdom in the Tetsugaku-do, the Temple of Philosophy . . . on whose alters Confucius, Buddha, Socrates and Kant are seated in serene harmony."

And do not be shocked, upon hiking to the summit of Mt. Aso, to hear the mountain top ring with the voices of Japanese men, women and children singing *Hatikvah* with full-throated enthusiasm. ■

# Humor in the House of Intellect

by Stephen J. Whitfield

Stephen J. Whitfield, who holds the Max Richter Chair in American Civilization, has taught American Studies at Brandeis since 1972. He studied at Tulane, the Sorbonne and Yale, and received his Ph.D. from Brandeis in the history of American Civilization. He is the author of four books, including *Voices of Jacob*, *Hands of Esau: Jews in American Life and Thought* (1984). In 1983-84, he served as Fulbright Visiting Professor at the Hebrew University of Jerusalem. He is also contributing editor to *Moment* magazine and serves as book review editor of *American Jewish History*.



What is distinctive about Jewish humor, especially in its American setting? Students of the subject — and Jewish audiences — generally take its special qualities for granted, preferring to define it as Justice Potter Stewart once classified pornography: "I know it when I see it." Others have tried harder, stressing the connection of Jewish humor to suffering throughout history. Literary critics have discerned a certain verbal resourcefulness in Jewish wit. Freud pointed out the aggressive quality of Jewish jokes, and once contemplated publishing an anthology of them. Yet one of his disciples, Theodor Reik, claimed that Jewish humor lacked the spirit of cruelty, adding that such "restraint prevents Jews from ridiculing the members of their family, especially the parents." That definition would patently exclude Philip Roth's *Portnoy's Complaint*. In that novel a secondary character, the kibbutznik Naomi, contributes her own definition of diaspora humor: self-deprecation. Indeed, in-group jokes have often consisted of

riffs on the negative stereotypes about Jews, who could blunt the impact of antisemitism by embellishing the faults and shames ascribed to them. Modern American Jewish humor, Albert Goldman has written, is therefore "the plaint of people who were highly successful in countless ways, yet who still felt inferior, tainted, outcast."

No generalization can possibly cover all the cases, or finesse all the problems of definition and conception. The exceptions keep jumping up to work the room and do their spiels as well.

Many American Jewish comic personalities don't seem to drip with suffering, for example. Show biz humor, at which so many Jews have succeeded, is usually too shallow for the likes of Alan King or Soupy Sales or Joey Bishop to pass for sages. Even though other comedians like Ed Wynn and Milton Berle have performed creditably in serious dramatic roles, the sadness that afflicts human life is not always an obvious source of most popular comedy.





Jewish humor manifests itself in many ways. The Yiddish theater was beloved for the laughs it stimulated in eager audiences. Shown here are theater posters from the 1920s and 1930s taken from the unrivaled collection at the American Jewish Historical Society

Freud's stress upon disguised hostility would certainly seem to fit the agenda of the Friars' Club, the comedians' fraternity which has always enjoyed a *minyan*; and the nervous disclaimers of the insult comics ("No offense, folks!") would seem to suggest the aptness of his psychoanalytic observation. But Jewish aggressiveness is hardly unusual, when compared, say, to the frontier humor of the American Southwest. Reik's discovery of the quality of mercy is also dubious. Indeed, to a theorist like Henri Bergson, "a momentary anesthesia of the heart" is a precondition of laughter itself. It always signifies, the French Jewish philosopher wrote, "an unavowed intention to humiliate." Although Jewish comedians were almost entirely absent from the golden age of Hollywood silent comedy, and while they were largely instrumental in the development of the comedy record album, verbal resourcefulness cannot be held accountable for the success of many others, from the Ritz Brothers and Three Stooges to our French cousin, Marcel Marceau, from the brilliant caricaturist David Levine to the cartoonist Rube Goldberg, from the goofy slapstick comedians like Sid Caesar and Jerry Lewis to the eerily enchanting Harpo Marx.

Nor is it safe to generalize that self-deprecation is a Jewish monopoly. Take one joke, which may be nearly a century old, about the talents and possessions that various races craved when they were created. It differs from the Book of Genesis, but here is how it goes: The Anglo-Saxon asked for political domination, the Chinese wanted peace and isolation, the American Indian wished for a happy hunting ground, the black American for a million dollars and the Jew for a few pieces of costume jewelry and the black man's address. Were the joke derived from a Jewish source, its facile assumption of Jewish cleverness would qualify any generalizations about self-

deprecation. But this insight into ethnic difference is actually taken from Afro-American folklore. Even Malcolm X, who issued the most searing jeremiads against self-hatred within the black community, repeated it in his *Autobiography*.

Other claims are equally shaky. Jews are disproportionately represented among insult comics. But could any humor be more gentle than Sam Levenson's or endearingly cute than Danny Kaye's? Some comedians are political; most not. Some exaggerated their politesse, like the comic persona of S. J. Perelman. Others are ribald and "dirty" — including a high percentage of Jewish "funny girls" from Belle Barth and Totie Fields down to Erica Jong, Bette Midler and Joan Rivers. Some have made self-deprecating fun of themselves, most notably Rodney Dangerfield, whose baby picture was blown up into a poster by an organization advocating birth control. Other performers have stressed their own puniness and vulnerability. But Sid Caesar, for example, was a *shtarker*, "the strongest comic in history," according to Mel Brooks. "He could punch a Buick in the grille and kill it." (This attribute is ascribed to "King Kaiser" in *My Favorite Year*, the 1982 film based upon Caesar's *Your Show of Shows*.) For every attempt to define the essence of Jewish humor, all sorts of other counter-examples could also be cited.

So numerous are the complications that anyone foolish enough to discourse on the topic of American Jewish humor must march past the bleached bones of earlier analysts who perished in the attempt. The *locus classicus* of the subject, where its complexities can best be confronted, is *The Big Book of Jewish Humor* (1981), whose editors, William Novak and Moshe Waldoks, happen to hold their advanced degrees from Brandeis. Their work shows how indebted Jewish humor is to religious sources as well as to the minority condition from which such a sensibility could so naturally emerge.



I would like to propose, however, another category that distinguishes American Jewish humor, and that is its uneasy connection to high culture. Since no one else (to my knowledge) has noticed this category, it requires a defense grounded in Jewish culture itself. The estimated 80 percent of professional comedians in the United States of Jewish origin are among the legatees of a culture that has prized the exercise of mind. Consider the utopia envisioned by Maimonides. As personal physician to Saladin, the sultan of Egypt, and as the great codifier of Jewish practice, he enabled his mother to boast of "my son the doctor" and "my son the lawyer." Book XIV of his *Mishneh Torah* made happiness the ancilla of the contemplative life: "Sages and prophets longed for the messianic age not in order that they should dominate the world and rule over the gentiles . . . but solely in order to be free to devote themselves to the Torah and divine wisdom without oppression and hindrance . . ." Maimonides wrote, "Therefore [the children of] Israel shall all be great scholars; they shall know hidden things and attain to the knowledge of God as far as it is

within human reach." No wonder then that the feats of the 18th-century sage, the Vilna Gaon, who reportedly slept no more than two hours a night so that he could pore over and interpret the texts, were legendary. Such scholars were created in the image of a certain kind of deity. The rabbis once asked themselves what God does with His day. How, after the world has been created, does the Almighty spend at least part of the time? Answer (according to Abodah Zarah 3b): studying the Torah. This claim for the priority of mental cultivation in traditional Judaism need not be belabored.

The Purim spiel, which parodied the flights of Talmudic learning and rabbinic reasoning, may be the distant ancestor of one emphatic form of American Jewish humor. Modernity meant that Jewish comedians who sought popularity in the wider society had to move beyond the material drawn from Judaic belief and practice. The mass audience simply would not "get" the allusions to texts that can take a lifetime to master, or to rituals that must seem as exotic as a Papuan cargo cult, or to Talmudic brainteasers (what happens if a mouse carries leavened bread into a home during Passover?) that seem ready-made for modern risibility. And of course secularism prevented most Jews themselves from grasping the references.

But instead of parodying religion, Jewish comedians could mock (or pay inadvertent tribute) to high culture itself. Untutored in the intricacies of piety as they were often insensitive to the nature of artistic genius, they could at least draw comic relief from their own distance from such ambitions and pretensions. As involuntary heirs to a formidable tradition of learning, they were naturally alert to the comic possibilities inherent in their own diminished stature. Playing in the tackiest rooms in the house of intellect, such comedians made pivotal these incongruities that shaped their craft and even on occasion their sensibility and vision.

Perhaps that is why musical instruments, which are probably the most available symbols of artistic aspiration, have been so frequently associated with Jewish comedians. Victor Borge has made a specialty of parodying classical music, not only with his own tempos and substitutions (impossible to reproduce here), but with verbal humor as well. When requested to play Bach, he asked: "Johann Sebastian or Offen—?" Nor was the violin very far from Benny Kubelsky, better known as Jack Benny; and he played charity concerts with serious orchestras. Danny Kaye has conducted such orchestras as well. Woody Allen made jokes about his own childhood bouts with the cello; and in his first full-scale film, *Take the Money and Run* (1969), he clumsily plays the cello in a high school marching band. The harp was an extension of one of the Marx Brothers, whose antic destructiveness one night may have inflicted permanent damage upon the prestige of opera. Aided by a script by George S. Kaufman and Morrie Ryskind, Chico all by himself came close to bringing the house down on *Il Trovatore*, while Groucho marched up and down the aisles announcing "fresh roasted peanuts."

As a child Henny Youngman wanted to be a violinist, and still makes the fiddle a key prop in a stand-up comedy act in which the one-liners spew out like bullets from an Uzi submachine gun. Others had professional aspirations from which comic impulses deflected them: Sam Levenson was a schoolteacher, and Jackie Mason is an ordained rabbi. But few of the significant contributors to American Jewish humor enjoyed the benefit of much formal education. Perhaps the only one who did was Sidney Joseph Perelman (Brown University '25), who became a Marx Brothers scriptwriter and *New Yorker* luminary with a freakish command of the English language. (No wonder that the comic work in which he most re-joyced was *Ulysses*.) But in pieces like "A Farewell to Omsk," for example, El Sid proved to be a wicked parodist of the Constance Garnett translations of Dostoevsky.

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by WILLIAM SHAW with Yiddish lyrics by SAM WEINSTEIN  
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Russian literature itself has exerted much fascination for other Jewish comedians. In France, Marceau stretched himself past the bittersweet character of "Bip" to do an extended drama based on Gogol's *The Overcoat*. In America, three former gag-writers for Sid Caesar's *Your Show of Shows* have paid their own forms of tribute to Russian fiction. Woody Allen's *Love and Death* (1975) is itself a send-up of the genre, down to dialogue that includes the titles of Dostoevsky's oeuvre. Mel Brooks' *The Twelve Chairs* (1970) is a rendition of Ilf and Petrov's 1920s Soviet satire, and he himself is on record as admiring not only Gogol but also the supreme diagnostician of crime and punishment. "My God, I'd love to smash into the casket of Dostoevsky," Brooks has announced with characteristic self-restraint, "grab that bony hand and scream at the remains, 'Well done, you goddam genius.'" And Neil ("Doc") Simon forsook his customary material to adapt some Chekhov short stories for *The Good Doctor*, a play which suffered an agonizing but quick death on Broadway in 1973.



PROVING ALL OVER AGAIN WHY  
HER FAME HAS SPREAD SO VERY  
FAR FROM SECOND AVENUE  
—Richard Lockridge



But of all the Jewish comedians who have utilized high culture for their own purposes, by far the most important has been Woody Allen. No one else, for example, could have written the scene in *Play It Again, Sam* (1972), in which, newly separated from his wife, alter ego "Allan Felix" goes to an art museum in search of the opposite sex. His own favorite painter is Van Gogh, though Felix admits that he wouldn't cut off his ear for a woman unless he "really . . . like[d] her a lot." He boldly tries to meet another art lover standing in front of a Jackson Pollock, by asking her what the canvas means to her. She replies in an utterly flat monotone: "It re-states the negativeness of the universe. The hideous lonely emptiness of existence. Nothingness. The predicament of Man forced to live in a barren, Godless eternity like a tiny flame flickering in an immense void with nothing but waste, horror and degradation, forming a useless bleak straitjacket in a black absurd cosmos." Allan Felix immediately gets to the point: "What are you doing Saturday night?" She responds: "Committing suicide." Barely missing a beat, he then asks: "What about Friday night?" thus allowing an insight into the less than aesthetic motives of at least one museum-goer. In its own way the scene echoes a short film for which Mel Brooks won an Academy Award, *The Critic* (1963), in which a Yiddish-accented *eyron*, a pickle-barrel sage, is baffled by abstract expressionism, and finally concludes: "I tink dis is a doity pitcher."

Other evidence from Allen's films would be overwhelming to cite. In *Take the Money and Run*, he tries to pick up Janet Margolin in a park, pretending to be a member of the New York Philharmonic. After she asks him what he thinks of Mozart, she becomes suspicious when he admits that he can't quite place the name. In *Bananas* (1971), he tries to impress Louise Lasser with his knowledge of Kierkegaard, whom he finds quite pithy, that is, "full of pith." In *Annie Hall* (1977), which Allen first conceived as a novel, he cruelly teases Janet Margolin (again) by reporting that two magazines, *Dissent* and *Commentary*, have merged, forming a new journal called *Dysentery*. Showing no hard feelings, the editor of *Dissent*, Irving Howe, later joins other Jewish intellectuals, such as Susan Sontag, Bruno Bettelheim and Saul Bellow, in *Zelig* (1983); they constitute a chorus of parodists (self-parodists?) who ruminate on the severe identity crisis of the film's eponymous antihero. But none of Allen's films is burnished with a more touching scene than the existential moment in *Manhattan* (1979), when "Isaac Davis" lists what makes life worthwhile — from the face of his beloved to Louis Armstrong's rendition of "Potatohead Blues," from Groucho Marx to Cézanne's pears and apples, from Chinese food to Flaubert's *Sentimental Education*.

His essays betray a fascination with the idiom and posturing of intellectuals, especially "The Whore of Mensa" and "The Kugelmass Episode," his send-up of *Madame Bovary* that won a national prize for fiction. Though Allen is the thinking person's comedian, he has given differing accounts of why his formal college education came to an abrupt end. Either it was for cheating (which "was a delicate situation, because it was with the dean's wife"), or it was because of academic misconduct during a metaphysics final ("I looked into the soul of the boy sitting next to me"). But in a recent interview in the *New York Times*, he soberly acknowledged the cultural vacuum in his own immediate background: "I didn't go to a play until I was about eighteen-years-old, almost never went to a museum, listened only to popular music and never read at all." The reach of Allen's films and essays has nevertheless given his most sophisticated fans the sense of being blessed — for which the Yiddish word is *zelig*.

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Another of the utterly unpredictable flashpoints of American cultural history is that the vaudeville clown Bert Lahr starred in the American premiere of Samuel Beckett's *Waiting for Godot*, one of the most daunting of avant-garde plays. It opened in 1956 in Miami, where the absurdist classic by the future Nobel laureate was billed as "the laugh hit of two continents." Lahr himself triumphantly repeated the role of Estragon on Broadway. *Notes on a Cowardly Lion*, the poignant biography that John Lahr wrote about his father, does not claim that the clown understood — except intuitively — the metaphysical bleakness that animates Beckett's dramatic vision; but Martin Esslin's book, *The Theatre of the Absurd*, traces Beckett's own indebtedness to the same comic tradition that Lahr himself adorned. Indeed, another distinguished French playwright, Eugene Ionesco, once remarked that the three greatest influences upon his work were Harpo, Groucho and Chico Marx — another sign of the proximity of Jewish humor to the most vital artistic impulses.

I do *not* contend that popular entertainers are closet intellectuals, that after a hard night explaining to nightclub audiences why he fails to earn any respect, Rodney Dangerfield likes to curl up with Kafka's "Metamorphosis." Or that Henny Youngman, after whining that his wife has a black belt in shopping, peruses Jane Austen for illumination into the complexities of marriage. The craft of such comedians can be enjoyed without demanding that their material be incorporated into a humanities curriculum. For the sort of art that gives life meaning, renders it intelligible and does it justice is well beyond the reach of most of the effluvia of popular culture, which tend to have the profundity, the complexity and subtlety of a high school pep rally.



But although only a minor alphabetic accident separates the comic from the cosmic, humor should be considered serious business. It is evanescent in its own way (which is why we groan at the jokes whose ancient lineage can be spotted); and it is culture-specific (which is why the current Parisian intellectual fashion of *humour juif*, from Jerry Lewis to Woody Allen, seems so bizarre).

But I think comedy is likely to last as long as human life retains its basic features, its distance from the ideal. That is why George S. Kaufman was wrong to define satire as "what closes Saturday night." For the "human factor," the quality control problems that surfaced as early as the Garden of Eden, surely will remain the butt of jokes; and even our most apocalyptic nuclear nightmares, as Stanley Kubrick demonstrated in *Dr. Strangelove* (1964), are amazingly amenable to satire. Such themes suggest the gravity that the topic of comedy sometimes ought to demand.

That is why students of Jewish humor need not strike an apologetic note, even though their terrain seems so unpromising. Their sources range from joke collections, some of which at least are biodegradable, to show business biographies and autobiographies, which are usually parables of upward mobility from gags to riches that are rarely told with introspection or insight. Such artifacts of mass culture still need to be incorporated into the examination of the American Jewish community, whose preferences — from candidates and causes to charities and cuisines — still differentiate them from other Americans.

That distinctiveness was illustrated at a banquet in which a Jewish organization honored a top black athlete as its special guest. A comedian named Sy Kleinman, who was hired for the occasion, discovered that his Yiddish punchlines did not stop the athlete from laughing just as hard as everyone else. Afterward, the surprised comedian asked the guest of honor whether he indeed understood Yiddish, to which the reply was: "No, but I have a lot of confidence in you people." The virtual franchise that Jews have held over popular comedy may nevertheless be waning (an eclipse obscured by the blazing talent of such tormented masters as Allen and Roth). But humor remains an important entree into the imagination of a group that has not been content with running out the clock until the Messiah comes to bring history to an end, a group whose longevity has not yet stymied its creativity. ■



# Ghetto: A Word? A Place? A Culture?

by Benjamin Ravid '57

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The word "ghetto," so closely associated with the Jewish experience, has gained widespread currency, but most people are not aware of its origin or history. To locate the beginning of that association, we have to travel back to the 16th century, to the Renaissance city-state of Venice, *La Serenissima*, Queen of the Adriatic.

Centuries before their confinement to the compulsory and segregated ghetto in Venice, from the beginning of the diaspora, Jews chose freely for a variety of religious and social reasons to live close together, as did many other groups residing in foreign lands. This tendency was strengthened in the 11th and 12th centuries as secular authorities, primarily in the Germanic lands and reconquista Spain, offered Jews special quarters as an inducement to settle in their realms. These quarters, often referred to as the Jewish quarter or street, were neither compulsory nor segregated. Jews continued to have contacts on all levels — economic, intellectual and even physical — with their Christian neighbors. However, the Catholic church, growing in strength, looked askance at these relationships and in 1179 the third Lateran Council stipulated that henceforth Christians should not dwell together with Jews. To become effective, this vague policy statement had to be translated into legislation by the numerous European secular authorities. On the whole, with the exception of some places in France and the Germanic lands, seldom were laws confining Jews to segregated quarters enacted in the Middle Ages and not always were those laws actually implemented. The few segregated Jewish quarters which were established (the best known of which is probably that of Frankfurt dating from the 1460s) were never called ghettos, since the term actually originated in Venice and came to be associated with the Jews initially in the 16th century.



While the Venetian government permitted individual Jews to reside in the city of Venice, it never officially authorized Jews to settle in it as a group in the Middle Ages, with the exception of a brief period from 1381 to 1397. However, the government did allow Jewish moneylenders to live on the mainland across the lagoons at Mestre, and the terms of their charter allowed them to seek refuge in Venice in case of war in order to safeguard the loan-pledges of Christians that were in their hands. Accordingly, during a severe war in 1509, as the enemies of Venice marched across the Venetian mainland toward the island city, the Jewish moneylenders of Mestre and other places on the mainland fled to Venice with the other refugees. Soon afterward, the Venetian government recovered its mainland territories and ordered all the refugees to return home. However, it realized that allowing the Jews to stay in the city produced two benefits: the Jews could be required to provide the hard-pressed treasury with substantial annual payments, and their serving as pawnbrokers in the city itself would be convenient for the needy, whose numbers had been swelled by war. Therefore, the government issued a five-year charter which authorized the Jews to stay in the city and lend money in it. Jewish moneylending was clearly very important. In addition to giving the government an additional source of revenue and assisting in

The views of Venice were painted by Canaletto and engraved by Antonio Visentini, both 18th-century artists. The engravings are printed here, courtesy Dover Publications



*Arae majoris S. Marci Prospectus ad Templum ejusdem.*

promoting urban tranquility, it also had a significance in the religious sphere. The presence of Jewish pawnbrokers lending money with interest on loan-pledges to the Christian poor rendered it unnecessary for Christians to engage in that activity in violation of the law, since both Jews and Christians adhered to the biblical tradition that forbade members of the same faith to lend money to each other at interest. Thus the phenomenon of the Jewish moneylender not only helped to solve the socioeconomic problem of an increasingly urbanized society, but also prevented Christians from violating church law by lending money at interest to fellow Christians. Consequently, the Venetian government periodically renewed the charters of the Jewish moneylenders until the end of the Republic in 1797.

The essential role of the Jewish moneylender is well depicted by Shakespeare in his play, *The Merchant of Venice*. While we could discuss at length whether the play is anti-Jewish or not — and here I would point out that at a time when Jews were always portrayed on the stage in the most negative manner, Shakespeare did give Shylock a few lines stressing his innate humanity; and if Shylock drove a hard bargain, so did other characters in Shakespeare's plays — the persistence with which Antonio pursues Shylock in search of a loan is a clear indication that the Jew Shylock is considered to be the only person in Venice who can provide large sums of money. Actually, this is not historically correct, since the Jews of Venice were only allowed to lend small sums of up to three ducats on each loan-pledge given to them, and not large sums for commercial purposes on promissory notes; also it should be pointed out that in the play, the ghetto is not mentioned, nor is the yellow hat which the Jews were required to wear by state law. But then, *The Merchant of Venice* is literature, not history. In this

connection, it is of interest to note that a sequel to *The Merchant of Venice*, more sympathetic to Shylock and the Jewish plight, entitled *The Last Days of Shylock*, was written by the novelist and critic Ludwig Lewisohn, who at the time of his death in 1955 was professor of comparative literature at Brandeis University.

While the Venetian government tolerated the presence of the Jews in the city, the Catholic clergy, especially during the Easter season when anti-Jewish sentiment tended to intensify, fulminated against them, against their residence in the city and against their moneylending activities and advocated their expulsion. Under clerical influence, on March 29, 1516, the Venetian Senate legislated that henceforth all Jews in the city were to live together on the island known as the *ghetto nuovo* (the new ghetto). Gates were to be erected on the bridge leading to the section of the adjacent area across the canal known as the *ghetto vecchio* (the old ghetto), and those gates were to be locked at sunset and only opened again at sunrise, with a substantial fine for any Jew caught outside after hours. The Christian inhabitants of the ghetto were required to leave, and as an incentive for landlords to comply, the Jews were required to pay the landlords a rent one-third higher than that previously paid, with that increase exempt from taxation.

Clearly, the word ghetto is of Venetian and not Jewish origin, as has sometimes been conjectured; it is encountered in Venetian sources from the 14th and 15th centuries, and today it generally is accepted that the word derives from the earlier presence of foundries where artillery was cast — *ghetto* or *getto*, from the verb *gettare*, to pour or to cast — on the sites in question.





*Bucentaurus et Vindinae Venetiae in dir Isensuimus.*

Despite the attempts of the Jews to ward off segregation in this compulsory area, the Venetian government was adamant; while willing to make minor concessions on a few administrative details, it was unwilling to compromise on the general principle that all the Jews in the city had to live in the ghetto.

Some 25 years later, in 1541, a group of visiting Jewish Levantine merchants complained to the Venetian government that there was not enough room for them and their merchandise in the ghetto and requested additional space. The government investigated, found their complaint valid and, noting that the greater part of the imports from the Balkans was handled by these Jewish merchants, granted their request. It ordered the area called the *ghetto vecchio*, across the canal from the *ghetto nuovo*, walled up, joined by a bridge to the *ghetto nuovo* and assigned to the Jewish merchants. Henceforth, Venice had not one ghetto but two, and they were to endure until the Venetian Republic surrendered to Napoleon Bonaparte some two and a half centuries later in 1797.

The term ghetto was not limited for long to the city of Venice. In 1555, as part of the hostile attitude toward the Jews which was assumed by the Counter-Reformation, Pope Paul IV issued a bull which severely restricted the Jews. Its first paragraph provided that henceforth in all places in the papal states, the Jews were to live on a single street — and if necessary, also adjacent ones — separated from Christians, with only one entrance and one exit. In compliance with this, that same year the Jews of Rome were required to move into a new compulsory segregated quarter, which was apparently called a ghetto for the first time seven years later in 1562.

Influenced by the papal example, many local Italian authorities instituted special compulsory and segregated quarters for Jews. Following the Venetian and now the Roman lead, these new areas were given the name of ghetto in the legislation that ordered their establishment in, for example, Florence, Sienna, Padua and Mantua.

Significantly, this new usage of the word ghetto, designating a compulsory Jewish quarter, came into usage also in Venice. In 1633, the Jewish merchants claimed that more of them would come to the city if they were given adequate housing. In response, the Venetian Senate, always concerned with attracting merchants to the city, provided that an area containing 20 dwellings located across from the *ghetto nuovo*, in a direction almost opposite from the *ghetto vecchio*, be enclosed and joined to the *ghetto nuovo* by a foot bridge over the canal. This area was not designated by any name in the Senate legislation of 1633, but a report issued by one of the magistracies of the government in 1636 referred to it as the *ghetto nuovissimo*, the newest ghetto. Obviously, this term did not refer to a "newest foundry," but rather to the newest compulsory, segregated and enclosed quarter of the Jews. Thus, in Venice the word ghetto, originally designating an iron foundry previously in operation on the site in question, now was used in its new sense to refer to a compulsory and segregated Jewish quarter.

Subsequently, in a process that has not yet been traced, the word ghetto came to be used in a looser sense to refer to any area densely populated by Jews, even in places where they had freedom of residence and could and did live in the same districts and houses as Christians.

Ghetto later became a designation for areas densely inhabited by members of any minority group, almost always for voluntary socioeconomic rather than for compulsory legal reasons as was the case of the initial Jewish ghetto. Indeed, the use of the word ghetto has even been extended to the animal world; an article in the *Wall Street Journal*, discussing the mating habits of South African flamingos, related that "they want mud to build their nests — 180-pound mounds they slap together in ghettos of up to 60,000."

The usage of the word ghetto in different senses has created a certain blurring of the historical reality, especially when the word appears in phrases such as "the age of the ghetto," "out of the ghetto" and "ghetto mentality," so often applied to the Jewish experience in the Germanic lands and in Eastern Europe in the 17th, 18th and even 19th centuries. Actually, the word only can be applied correctly in the Italian sense of a compulsory and segregated Jewish quarter to the Jewish experience in a few places in the Germanic lands, and certainly not at all to that in Poland-Russia. Despite the general Russian restriction that officially no Jew could live outside the Pale of Settlement (the Polish territory annexed in the late 18th century by Russia), the Pale never possessed the one essential characteristic of the ghetto, because the Jews were not segregated in walled-up quarters apart from their Christian neighbors. Additionally, the requirement that all Jews live within the Pale was not always enforced; indeed, the residence outside the Pale of certain groups was often tolerated and, at certain times, specific groups of Jews such as agriculturalists, holders of university degrees, merchants of the first guild, artisans and army veterans were granted official permission to live outside the Pale. If the word ghetto is to be used in its literal sense in connection with Eastern Europe, then it must be affirmed that the age of the ghetto arrived there only after the German invasions during the second world war. However, there was a basic difference: unlike ghettos of earlier days, these were not designed to provide the Jews with a clearly defined permanent place in Christian society, but rather constituted merely a temporary stage on the planned road to total liquidation.

Of course, the use of the word ghetto is even more misleading when applied to the experience of Jewish immigrants in North America, with its completely different legal traditions and social environment. In this context, the word ghetto used in expressions such as "ghetto life" and "ghetto mentality" really refers to the Eastern European pattern of Jewish life and its manifold manifestations, and has nothing to do with the institution of the ghetto as it originated in Italy.

Largely because of the negative connotations of the word ghetto, the nature of Jewish life in the ghetto often is misunderstood. Clearly, the establishment of ghettos did not lead to the breaking off of the Jewish contacts with the outside world on all levels, from the highest to the lowest, much to the consternation of the church and state alike.

Accordingly, many evaluations of the alleged impact of the ghetto upon the cultural and intellectual life of the Jews of Italy and their mentality require substantial revision. For example, an examination of the cultural life inside the ghetto of Venice and the extent of the penetration of external intellectual trends into it leads to a reevaluation of the alleged negative impact of the ghetto in the intellectual and cultural sphere. The determining element was not so much the question of whether the Jews were required to live in a ghetto or not, but rather the nature of the outside environment and whether it offered an attractive supplement to traditional Jewish genres of intellectual activity. This is a better key to understanding Jewish life and culture than merely ascribing developments to the impact of the ghetto.

An investigation of why the word ghetto is used so loosely and imprecisely would reveal many complex motivations. The most common reason is no doubt a simple casual utilization of the word without any awareness of its origin and nature. Others, however, are somewhat less innocent and may involve a desire, proceeding from either religious, nationalistic or psychological considerations, to portray the life of the Jews in the pre-emancipation European diaspora in a negative light. Clearly, the term ghetto has become a value concept with negative connotations, rather than a descriptive word indicating a particular system under which Jews lived. The result has been a blurring of the historical reality of one of the basic aspects of Jewish survival: the Jewish quarter. ■



by Jehuda Reinharz

Jehuda Reinharz, who received his Ph.D. from Brandeis, is Richard Koret Professor of Modern Jewish History and director of the Tauber Institute for the Study of European Jewry. His most recent publications include the first volume of a biography of Weizmann, *Chaim Weizmann: The Making of a Zionist Leader* (Oxford University Press, 1985), for which he has just been awarded the Present Tense/Joel H. Cavior Literary Award and the National Jewish Book Award for 1986 in Biography. His coedited book, *The Jewish Response to German Culture*, was published this past year by the University Press of New England and his *Hashomer Hazair* in Germany will be published this year in Hebrew.



The Tauber Institute for the Study of European Jewry is dedicated to the memory of the victims of Nazi persecutions between 1933 and 1945. Established as a gift to Brandeis University by Laszlo N. Tauber, the Institute is named in honor of Dr. Tauber's parents. The Institute, which is engaged in both teaching and research, studies the history and culture of European Jewry in the modern period. It has a special interest in studying the causes, nature and consequences of the European Jewish catastrophe and explores them within the context of modern European diplomatic, intellectual, political and social history. The Tauber Institute for the Study of European Jewry is organized on a multidisciplinary basis with the participation of scholars in history, Judaic studies, political science, sociology, comparative literature and other disciplines. The Institute invites distinguished scholars to visit Brandeis University for research, writing and a measure of teaching. It also awards fellowships for post-doctoral research as well as a limited number of graduate scholarships for advanced doctoral study. Lectures, symposia and conferences are arranged under the auspices of the Institute.

In the pantheon of Jewish leaders, Chaim Weizmann is a giant. Revered as one of the founding fathers of the State of Israel and its first president, he was also president of the World Zionist Organization and a chemist of the first rank. One of the most fascinating aspects of his biography, and one which is not widely known, is how he managed by the force of his scientific discoveries to penetrate the inner circles of British government.

Because he was a naturalized subject of Great Britain, having immigrated in 1904 from Switzerland, he was perceived as a foreigner by the establishment. Yet, in an astonishingly short period of time, he and his Zionist colleagues had gathered enough influence by 1917 to persuade Prime Minister David Lloyd George and Foreign Secretary Arthur J. Balfour that Palestine should be declared "a national home for the Jewish people."

If we consider that by 1914 the 40-year-old Russian-born Jew was a scientist without any startling discoveries to his credit, the story of his rise to prominence becomes all the more impressive. It was not until shortly before 1914 that he developed close ties with any of his Christian acquaintances, and at that point his English, though fluent, was heavily accented. It was, to be sure, his professional standing as a scientist that thrust him into the same circle with Britain's ruling elite.

The apocryphal story that David Lloyd George wrote about his offer in his *War Memoirs* reflects the awareness within the British War Cabinet of the magnitude of Weizmann's scientific discoveries. "You have rendered great service to the State and I should like to ask the Prime Minister to recommend you to his majesty for some honor." According to Lloyd George,

Weizmann replied, "There is nothing I want for myself." "But is there nothing we can do as a recognition of your valuable assistance to the country?" responded Lloyd George.

"Yes, I would like you to do something for my people,"

Weizmann replied, and proceeded to describe the aspiration of the Jewish people for repatriation to their sacred land. "That," wrote Lloyd George, "was the fount and origin of the famous declaration about the National Home for Jews in Palestine. As soon as I became Prime Minister I talked the whole matter over with Mr. Balfour, who was then Foreign Secretary. We were anxious at the time to gather Jewish support in neutral countries. Dr. Weizmann was brought into direct contact with the Foreign Secretary. This was the beginning of an association, the outcome of which was the famous Balfour Declaration . . . So that Dr. Weizmann with his discovery not only helped us to win the War, but made a permanent mark upon the map of the world." (Lloyd George was still Minister of Munitions when he supposedly made this offer.)

The Balfour Declaration was the official statement issued on November 2, 1917, by British Foreign Secretary Arthur James Balfour declaring that the British government favored "the establishment in Palestine of a national home for the Jewish people." The significance of the Declaration has been in dispute among historians, but at the time it was received with great enthusiasm by Jews throughout the world. Regardless of the British intentions, it created the distinct impression — among Jews and non-Jews — that the Zionists had won a major victory. It was the first time since the loss of Jewish independence in the first century of the Common Era that a great power had recognized the Jews as a national entity entitled to a homeland, and had committed itself to facilitate the realization of this goal. Eventually, the Balfour Declaration became an

internationally recognized instrument by virtue of its incorporation in the mandate of the League of Nations. Among Weizmann's greatest achievements was not only the attainment of the Balfour Declaration, but his ability over the next 30 years to persuade the British government that its vague formula actually promised to lay the foundations for the future Jewish state.

The scientific discovery in 1914 that provided the springboard for Weizmann's social and political ascent was a method for producing large quantities of acetone, used at the time as a solvent. One of its important uses was in the preparation of smokeless powder or cordite. Smokeless powder burns with the minimum of smoke. Cordite mixed with acetone assured that the location of guns, especially the huge naval artillery, would not be revealed by streams of smoke.

Acetone was an irreplaceable ingredient in the manufacture of cordite, the major propellant used in all projectile manufacture in Britain — from bullets for the small handguns to shells for the greatest howitzers.

At the beginning of World War I, Britain found itself in the disastrous position of having limited access to acetone, which at the time was produced almost entirely by the destructive distillation of wood and was imported from the great timber-growing countries — the United States, Canada and Austria. Yet even if all the overseas supplies had been available at the start of the war, they would still have fallen well below the wartime requirements. In 1913, the Office of Forests and Woods had erected a factory for the production of acetone, but the output of acetone there — 100-400 tons yearly — was insignificant in view of the nation's needs. Little wonder that Weizmann's discovery of the acetone process excited the officials at the Admiralty.

1882 Chaim Weizmann was born in the Pale of Settlement in Motol, Russia, on November 27, 1874, and moved to nearby Pinsk at age 11. He was the fourth child of Ozer Weizmann, scion of a distinguished Russian Jewish family, and Rachel Leah Chemerinski, youngest daughter of a Polish estate manager. He is shown here at age 8.



Weizmann's process of rendering acetone in quantity began in 1910 when William Perkin, the senior professor of organic chemistry at Manchester University, employed Weizmann to do research on the production of synthetic rubber. Trained in organic chemistry at the Charlottenburg Polytechnik in Berlin and at Fribourg, Switzerland, where in 1899 he earned his Ph.D. *magna cum laude*, Weizmann became interested in biological chemistry and bacteriology a few years after he settled in Manchester. Beginning in March 1909, Weizmann spent his spring and summer vacations in Paris at the Pasteur Institute's bacteriological and microbiological departments, under the direction of the well-known biochemist Auguste Fernbach, director of the fermentation laboratory at the Institute.



1892 As a result of educational restrictions on Jews in Russia, Weizmann sought higher education in Germany. At age 18, he attended Darmstadt Polytechnic. Later, he earned his degree at Charlottenburg Polytechnic in Berlin.



A few years earlier, a crisis had occurred in the supply of natural rubber from the Far East caused by the rapidly increasing demand for this commodity and by local difficulties of production. This situation raised the question of whether it would be possible to create a synthetic substitute for natural rubber that would exhibit mechanical properties similar to those of the natural substance. At the time this was a revolutionary idea: though synthetic substitutes for natural products were known and used, for example, in the pharmaceutical and in the dyestuff industries, this was not the case for material as complex as rubber or natural fibers. In Germany, the chemist Carl Harries had just discovered that natural rubber is a hydrocarbon which, when heated to high temperature, releases isoprene, a volatile liquid which polymerizes readily to form rubber-like substances that has the potential for conversion into synthetic rubber.

The prospect of making a fortune by producing this scarce commodity attracted the firm of Halford Strange, which engaged the services of William Perkin to assist in the technical research. When Weizmann

1906 After six years of courtship, Weizmann, 32, and Vera Khatzman, 25, were married in Zoppot, Poland. They had met in Geneva when she was a 19-year-old medical student from Russia, and he was a chemistry lecturer and Zionist activist

*Photos courtesy Weizmann Archives, Rehovot, Israel*



was hired by his senior colleague, he suggested in turn that Professor Auguste Fernbach also be asked to join the research team. Fernbach agreed and by the autumn of 1910, an Anglo-French research syndicate was formed which set itself the task of investigating the development of synthetic rubber simultaneously in Manchester and Paris. Early in 1911, both Fernbach and Weizmann in their investigation of synthetic rubber found a mixture of bacteria that would ferment the starch in potatoes, eventually leading to quantities of isoprene. The first step was to discover or select the particular bacillus that would give the desired results. This bacillus was discovered in June 1911 by Fernbach — hence referred to as *Bacillus Fernbach* — and a culture of that bacillus was sent to Weizmann that same month.

While Weizmann and Fernbach were struggling to make headway on the question of fermentation with a view to converting starch into isoprene, an important discovery was made in March 1912 by the works-manager of the Strange company. Using *Bacillus Fernbach* and working with crude methods of distillation, he realized that in addition to other products yielded

by the fermentation of starch there were considerable quantities of acetone. The discovery of acetone was made known to Weizmann.

In the weeks that followed this discovery, there were sharp disagreements between Weizmann and Perkin over the financial terms of their contract and as a consequence Perkin dismissed Weizmann from the Anglo-French team. But Weizmann continued his research in bacteriology, with a much more thorough study of acetone-producing organisms. Moreover, after he was appointed reader at Manchester University in 1913, Weizmann had at his disposal excellent laboratory facilities which were specifically outfitted for research in biochemistry. He was a master in the art of combing scientific literature; his excellent memory, command of languages, untiring energy and patience in experimental work served him well.

Sometime in 1914, he had an insight that put him on the right track. He theorized that the most likely source of organism which would ferment a cereal mash such as maize was the cereal itself or parts of the growing plant. So obsessed was he by this notion that the failure of the numerous experiments he conducted along these lines did not deter him. After many attempts he finally obtained a pure culture of a bacillus to which he gave the name *Bacillus Y*. Later on, because the bacillus in its sporing form assumes the shape of a clostridium (rod-shaped) and the characteristic products of the fermentation are acetone and butyl alcohol, it was given the systematic name *Clostridium Aceto-butylicum* Weizmann.



Weizmann found that his newly discovered bacillus had the ability to ferment starch directly without prior treatment. At the end of the fermentation process, Weizmann found that the solution contained the alcohol butanol, some ethyl alcohol and acetone. These three solvents could then be separated into pure form by fairly simple distilling operations. The momentous breakthrough had occurred: Weizmann had discovered a formula for producing acetone in limitless amounts. All he needed now were the proper facilities.

In the spring of 1915, due to a series of fortuitous circumstances, Weizmann met Winston Churchill, then First Lord of the Admiralty. Though at a low ebb in his political career, the 40-year-old Churchill was brisk, fascinating and energetic. Almost his first words were: "Well Dr. Weizmann, we need 30 thousand tons of acetone. Can you make it?" It took Weizmann a few minutes to recover his composure in the face of this lordly request. He explained to Churchill that if he could successfully produce one ton of acetone, he would be able to multiply that by any factor

Churchill wished. Once the bacteriology of the process was established, it was only a question of brewing, claimed Weizmann. By employing a brewing engineer, obtaining necessary distilleries and other equipment through government support, he could accomplish the mission. Churchill was satisfied with the answer and gave him *carte blanche*. Within days of the interview, Churchill was dismissed from the office for his responsibility in the Dardanelles debacle, and A. J. Balfour replaced him as First Lord of the Admiralty.

With the support of the Admiralty, Weizmann started building a pilot plant at the site of the Nicholson gin factory in Bromley-by-Bow and had it ready by July 1915. The first large trials were successfully conducted on a 60-gallon scale and afterward on a 2,000-gallon scale: the results were even better than Weizmann had expected and a few weeks later he was already experimenting on an even larger scale. The Admiralty decided that same year to set up a 15,000-gallon iron tank on the premises of the Royal Naval Cordite Factory at Holton Heath. Then in 1916, the Admiralty built its own plant for the annual production of 2,000 tons of acetone and 4,000 tons of butyl alcohol using the Weizmann process.

In the meantime a number of key administrators in the Ministry of Munitions were scrutinizing Weizmann's successful conduct of his first large-scale experiments. The First Minister of Munitions in H. H. Asquith's coalition cabinet was David Lloyd George. Lloyd George's forceful personality made him an ideal candidate for providing direction for the production of war material. His year in office at the Ministry of Munitions in 1915 had transformed the British economy as well as his own national standing.

C. P. Scott, the editor of the *Manchester Guardian*, an old supporter and friend of Lloyd George, had already introduced Weizmann to Lloyd George — then Chancellor of the Exchequer — in



1918 By virtue of his scientific achievements, Weizmann in his early 40s was sought by Britain's Admiralty and Ministry of Munitions. With this influence, he was able to persuade the British government to support the Balfour Declaration and his Zionist politics.



early December 1914. On that occasion, the three of them had met with Herbert Samuel, then president of the Local Government Board, and Josiah Wedgwood, a Liberal M.P., and had discussed Zionism. No sooner was Lloyd George installed in his office at the Ministry of Munitions than Scott brought Weizmann's valuable process to his attention. Lloyd George received Weizmann on Monday, June 7, 1915. He immediately instructed his aides to work out the necessary arrangements binding Weizmann to the Ministry of Munitions as well as the Admiralty. At the end of August 1915, the Ministry of Munitions conducted its own trials of Weizmann's process and was satisfied with the results.

In September 1915, Weizmann was appointed Temporary Honorary Technical Adviser to the Admiralty on Acetone Supplies, an appointment that carried with it a grant of 2,000 pounds a year for two years of scientific research. The same month Weizmann was given a one-year appointment as Chemical Adviser to the Ministry of Munitions on Acetone Supplies, and was given leave of absence from the University.



1949 Weizmann, as the newly elected first president of Israel at age 75, and his wife Vera visited the United States. They met with President Truman through the efforts of Dewey Stone (right, in hat), a Brockton, Massachusetts, man who was Weizmann's emissary in the U.S.

photo courtesy American Jewish Historical Society  
Waltham, Massachusetts



Weizmann sought to perform yet another valuable scientific service for Great Britain. With the outbreak of the war, the supply of coal-tar products assumed a new and unexpected significance: picric acid and trinitrotoluene, the two most important high explosives used by the British services, were manufactured respectively from the raw materials phenol and toluene, two of the many chemical substances obtained by distillation of coal tar. In times of peace these products were used in the manufacture of dyestuffs — an industry that had its birth in England but then largely passed into the hands of German chemists. When the war started, the Germans were able to exploit vast resources of the flourishing coal-tar industry for the production of high explosives, while in England, although large quantities of coal were carbonized every year, the tar distillers had never fully utilized the chemical resources of the coal. Benzene, another of the distillation products of coal-tar, also became critical in the explosives industry because the commercial product usually contained a high percentage of toluene, and benzene itself offered a starting point for the preparation of supplies of synthetic phenol when the natural supplies diminished.

Weizmann, whose early research had focused on the dyestuff industry, was again one of the few scientists in England capable of tackling the problems created by the shortages of toluene and phenol. Scott made Lloyd George aware of Weizmann's expertise in this area, and on October 26, 1915, Weizmann was able to explain to the Minister in person how he might alleviate the shortages through synthetic production. By February 1916, he had largely solved the problem of converting butyl alcohol into benzene and toluene and received assurances from the Ministry of Munitions that production would begin on a large scale in the near future.

But by the end of 1916 or early in 1917, there was no longer need for these products since new, more efficient methods were discovered. On the other hand, the Admiralty utilized another derivative of the Weizmann process, namely the conversion of butyl alcohol into methyl-ethyl-ketone as a solvent in cordite manufacture. This process had been fully developed by 1917 and was carried out at the cordite factory of the Canadian Explosives Company, Ltd.

Throughout, Weizmann, a shrewd politician, clever negotiator and dignified statesman, perceived that his scientific successes would give him entree to Britain's highest ruling elite. It was clear to him that if ever a statement with the backing of the British government were to be enunciated and if the Zionist dream were to become a reality, it would only happen through such powerful contacts. As he wrote to a trusted supporter in July 1915: "If all that [scientific work] succeeds, it would help our Palestinian work very considerably and perhaps the Jewish star will bring some luck this time."

By the end of World War I, acetone in England was slowly losing its importance as a new kind of cordite, RDB, which used ethyl alcohol rather than acetone, came into use. But at the same time, butyl alcohol, produced in the Weizmann experiments, was becoming valued for its commercial use, making Weizmann a wealthy man after the war. Ironically, during the war, the pressing concern of those working with butyl alcohol had been how to dispose of it. With the coming of peace, however, the process executed a kind of somersault, for while the price of acetone fell rapidly, the use of butyl alcohol in the form of butyl acetate as a constituent of varnishes and spraying lacquers was increasing. With the surge of car-manufacture in the United States, demand emerged for quick-drying lacquers which butyl alcohol supplied.

Having attained the financial independence he had always sought, Weizmann's attention after World War I was focused almost exclusively on Zionist politics. In July 1920, he was elected president of the World Zionist Organization, a position he occupied (with a four-year interruption) until 1946. As the foremost leader of the Zionist movement during its most turbulent years, he initiated and backed those institutions that were eventually to play a major role in shaping the State of Israel. Among his many achievements were the founding of the Keren Hayessod (Palestine Foundation Fund, one of the major fund-raising and financial institutions of the World Zionist Organization); the founding of the Hebrew University; the founding of the Jewish Agency; and that great Institute of Science in Rehovot that bears his name. During this period, he had clearly emerged as the most respected and persuasive Jew of the 20th century, a fact that was given formal recognition when he was elected the first president of the State of Israel in 1949. ■

# Antisemitism: Sometimes Hidden, Always Real

by Gary Tobin\*

Gary Tobin is an associate professor in the Center for Modern Jewish Studies at Brandeis University. He earned his Ph.D. in city and regional planning from the University of California at Berkeley. Dr. Tobin has published extensively in the areas of urban planning, Jewish population research and social planning in the Jewish community. He is the editor of two books, *The Changing Structure of the City*, and *Planning and Human Service Delivery in the Voluntary Sector*. He is currently writing two books: *Jews in Urban America* and *Jewish Perceptions of Antisemitism*.

The phenomenon of antisemitism can be explored in many ways with most analyses gleaned from data about or from non-Jews. Jewish perceptions of antisemitism, however, have rarely been used systematically to study antisemitism. Charles Silberman has focused renewed attention on the issue of antisemitism in America in his recent book, *A Certain People: American Jews and Their Lives Today*. Using recent and historical data, Silberman, whose national best sellers, *Crisis in the Classroom* and *Crisis in Black and White* won critical acclaim, takes the position that antisemitism is no longer a significant factor in American life. Silberman dismisses as "hypersensitivity" persistent reports by Jews that antisemitism continues to be a fact of life. In presenting a sanguine picture of declining antisemitism in America today, Silberman may be ignoring attitudes which are dangerous precisely because of their potential. While antisemitic attitudes may not always lead to antisemitic behavior in a tolerant environment, they retain the potential for lending support to discrimination or even violence in a less benign atmosphere.

Silberman devotes an entire chapter in *A Certain People* to a discussion of declining antisemitism in the United States. Tracing diminishing institutional antisemitism from the high levels of the 1930s and 1940s, he concludes that universities, corporations and other quasi-public entities are less likely to be discriminatory in the 1980s than in previous times in American history. These changes, Silberman observes, reflect less overt discriminatory institutional behavior in the society as a whole.

To be sure, Jews have benefitted from profound changes that have been fostered at the national level. The Supreme Court decisions declaring restrictive covenants in housing unconstitutional, and the passing of civil rights legislation in the 1960s have been key legislative landmarks making institutional discrimination more difficult in contemporary America.



Silberman's focus on the decline of institutional antisemitism is a logical starting point for assessing antisemitism. Historically, institutional antisemitism presented the greatest threat to the Jewish community. The position of the Jews in America has been traced largely to the lack of any institutionalized antisemitism in the form of a centralized church or through statecraft (laws intended to exclude Jews). Most vestiges of institutional antisemitism in America after World War II were in quasi-public institutions such as universities and businesses. Silberman's book describes how the obstacles that were used to prevent Jews' entry to these institutions have been reduced substantially.

Silberman uses two other types of data in making his case. First, studies conducted by the Anti-Defamation League of B'nai B'rith in the 1960s and for the American Jewish Committee (AJC) in 1981 are cited to show that antisemitic attitudes among non-Jews in the United States have decreased.

Second, Silberman uses data from Jewish demographic studies in St. Louis and Washington to show that Jews are likely to exaggerate the level of antisemitism in America. In discussing data on Jewish perceptions of antisemitism in St. Louis and Washington, D.C., for example, he states that: "It is possible, of course, that the respondents [in St. Louis and Washington] are misinterpreting their experiences — that, expecting antisemitism, they find it where it does not exist, interpreting an unprejudiced rebuff as an instance of antisemitism. American Jews do, in fact, exaggerate the amount of antisemitism that exists." He goes on to say that "despite the insignificance of the antisemitism that remains," it continues to shape Jews' lives. He states flatly that there is no "new antisemitism or any significant increase in the old."

\*with the editorial assistance of Sylvia Barack Fishman, research associate



While Silberman's overall assessment of the decline of institutional antisemitism in America is persuasive, I believe that his interpretation of both non-Jewish attitudes toward Jews and Jewish perceptions of antisemitism may lead his readers to unfounded conclusions. Silberman's contention that antisemitism in America is a "residue" which presents an "insignificant" problem for American Jews underestimates the importance of antisemitic attitudes among non-Jews and dismisses legitimate Jewish concerns regarding antisemitism.

The studies that Silberman cites show that Jews are not, by and large, misreporting or misinterpreting their experiences with antisemitism. While he is arguing that some Jews are "looking for antisemites under every bed," it may be that Jews do not have to look for them in hidden places at all.

As Silberman notes, the last major study of non-Jewish attitudes toward Jews, conducted in 1981 for the AJC, showed that many antisemitic attitudes declined from 1964 to 1981. Yet nearly one of every two non-Jews still believed that Jews control the movie and television industries, 43 percent believed that the banks are controlled by Jews, 37 percent believed that Jews have too much power in the business world, 48 percent believed that Jews are more loyal to Israel than to America, and 23 percent believed that Jews have too much power in the United States. The last two beliefs actually increased between 1964 and 1981. The prevalence and persistence of myths about Jewish power must give us pause when assessing antisemitism in America, and should make us reflect more carefully on the data collected from Jews regarding their perceptions of and experiences with antisemitism. Several recent local Jewish community studies have asked whether Jews have experienced antisemitism personally in the last 12 months, have experienced antisemitism in their lifetimes or believe that a great deal of antisemitism exists in their community.

Although few Jews report experiencing antisemitic behavior or actual discrimination, many Jews report that they are experiencing antisemitism because they have encountered non-Jewish antisemitic attitudes, according to recent research. Even discounting misinterpretation, over-sensitivity or imagination, the data point to continued presence of antisemitic attitudes and behavior in the United States.

*The Center for Modern Jewish Studies is a research center devoted to the study of contemporary Jewish life. The Center's research includes such diverse issues as Jewish family life, intermarriage, Jewish education and identity, occupational patterns among Jews, Jewish unemployment, systems of Jewish human service delivery and Jewish demography.*

The data that follow are summaries drawn from Jewish community studies in five cities. The studies were sponsored by the Jewish Federation of St. Louis, Missouri, the United Jewish Appeal/Federation of Greater Washington, D.C., the Jewish Federation of Atlantic County, New Jersey, the Associated Jewish Charities of Baltimore, Maryland, and the Jewish Federation of Greater Kansas City, Missouri. The data in these studies were based on scientifically drawn samples of the Jewish population in each of the communities. In each city the research was undertaken for planning purposes in the areas of human service provision, locating facilities such as a Jewish community center and community (intergroup) relations. The sections on Jewish perceptions of antisemitism were part of the latter concerns.

The studies cited below represent a wide variety of Jewish communities, ranging in size from 12,000 in Atlantic City to 163,000 in Washington, D.C. Each community has unique characteristics as well. For example, Baltimore has a very high proportion of Jews who identify themselves as Orthodox and has a very geographically concentrated Jewish population. Atlantic City has a very high proportion of elderly people and a high proportion of Jews in clerical and blue collar occupations connected with the new casinos. St. Louis is a community where a majority of Jews identify themselves as Reform. Washington, D.C., is disproportionately comprised of singles and professionals but is diffused in five geographic areas. Kansas City Jewry has a very high rate of intermarriage and a large proportion of self-employed entrepreneurs. The diversity of Jewish demographic and religious life is reflected and represented in this selection of American Jewish communities.

The samples were based on telephone interviews of a random selection of all Jewish households. Extensive efforts were made to insure that unaffiliated Jewish households — those unknown to or disconnected from organized religious or Jewish organizational life — would be included in the surveys.

Along with questions on antisemitism, a wide range of other topics are covered in these surveys. Demographic profiles including age and occupation are provided; religious preference, identity and ritual observances are also covered. Some questions were asked in all communities; others were asked in select cities such as St. Louis and Washington where particular Jewish communal concerns were addressed. The questions on antisemitism in Baltimore, Atlantic City and Kansas City were identical, and were all asked in 1985.

City	Year of Study	Jewish Community Size	Sample Size
St. Louis, MO	1981	53,000	900
Washington, DC	1982	163,000	1,400
Atlantic City, NJ	1985	12,000	400
Baltimore, MD	1985	90,000	1,200
Kansas City, MO	1985	20,000	600
Total		338,000	4,500

Respondents in each community were asked (Table I): How much antisemitism do you think there is in this community? Would you say that, on the whole, there is a great deal of antisemitism, a moderate amount, a little or no antisemitism in this community?

While between 28 percent (Baltimore) to 42 percent (Atlantic City and Washington, D.C.) of the Jews in each community believe that there is little or no antisemitism in their community, between 66 percent (Baltimore) to 48 percent (Washington, D.C.) believe there is a great deal or a moderate amount. Clearly, most Jews do not believe that there is a great deal of antisemitism in their communities, nor do they believe that there is none.

In each community, the respondents were asked to assess how much antisemitism they experienced in their lifetimes (Table II). Almost one out of two Jews in each community experienced little antisemitism in their lives, and around one in four experienced a moderate amount. Looked at in another way, a majority of the respondents in each community say that they have experienced little or no antisemitism in their lifetimes, and about two of every five Jews claim to have experienced a moderate amount or a great deal.

Table I

	Atlantic City	Baltimore	Kansas City	St. Louis	Washington, DC
How Much Antisemitism Would You Say There Is in This Community?					
Great Deal	12%	17%	10%	18%	8%
Moderate Amount	36	49	42	39	45
A Little	32	26	33	29	38
None	10	2	8	7	4
Don't Know	9	5	7	7	6

Table II

	Atlantic City	Baltimore	Kansas City	St. Louis	Washington, DC
How Much Antisemitism Have You Personally Experienced in Your Lifetime?					
Great Deal	13%	12%	7%	15%	9%
Moderate Amount	22	30	24	29	28
A Little	43	44	49	45	51
None	20	14	19	10	10



Table III

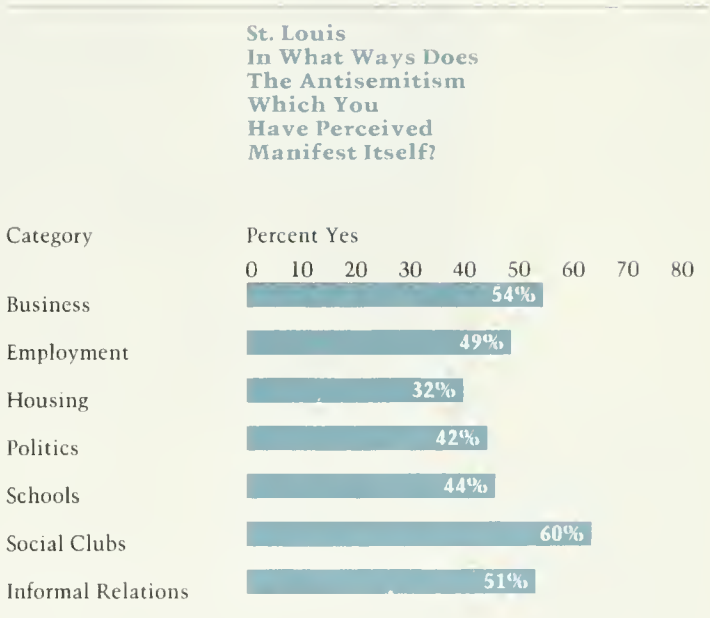
	Age	Atlantic City	Baltimore	Kansas City	St. Louis	Washington, DC
Have You Personally Experienced Antisemitism in the Past 12 Months? % Yes.	18-24	57%	33%	53%	40%	46%
	25-34	33	30	30		
	35-44	43	26	24	27	18
	45-64	19	20	16	27	18
	65+	11	6	7	7	7
	Total	24%	21%	23%	26%	28%

Each survey asked the respondents if they personally experienced antisemitism in the 12-month period before the survey was taken (Table III). The respondent was carefully instructed not to report hearing news of a synagogue desecration, or a word-of-mouth incident, but to specifically report his/her own personal experience. It is interesting to note that more people in Washington, D.C., reported having encountered antisemitism, although a smaller proportion of Jews believed a great deal or moderate amount of antisemitism existed in that community, while the opposite was true for Baltimore.

Younger Jews in each community were far more likely to report having experienced antisemitism in the last 12 months, with a majority of those under 24 reporting an incident (with the exception of Baltimore). As age increases, the proportion who reported antisemitism steadily declines. There are several possible explanations for such responses. Because younger people are more likely to have social and business contacts with non-Jews, they are more often in a position to experience antisemitism. Since a higher proportion of older Jews, on the other hand, have only Jewish friends, are retired and live in more concentrated Jewish neighborhoods, their limited contact with Gentiles results in fewer antisemitic confrontations. Additionally, the less extreme experiences of well-integrated third and fourth generation Jews may lead them to expect equal treatment, and they may be more shocked when they encounter any form of antisemitism. Why younger Jews report more antisemitic experiences is unknown.

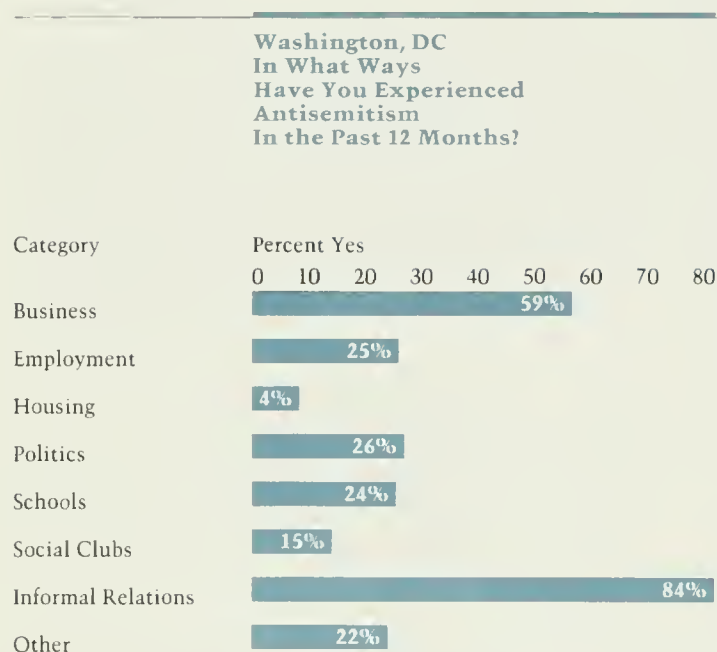
Further information on the nature of antisemitic experiences was obtained in all five cities. The respondents in St. Louis were asked, "In what ways does the antisemitism which you have perceived manifest itself?" while the Washington respondents were asked, "In what ways have you experienced antisemitism in the past 12 months?" These results can be seen in Tables IV and V. Antisemitism is seen in many aspects of everyday life, and also is reported as having been experienced in many ways.

Table IV



In both St. Louis and Washington reported antisemitism was experienced the least frequently in housing (32 percent and 4 percent respectively). It is interesting that respondents in Washington (a relatively young, professional and mobile population) cited informal relations most frequently (83 percent), while in the more established community of St. Louis social clubs were most frequently cited (60 percent). The report of antisemitic perceptions in each community in business (54 percent in St. Louis and 59 percent in Washington) also suggests that Jews do not feel totally accepted in the business community.

Table V



In Atlantic City, Baltimore and Kansas City, the respondents were asked to describe the antisemitic incident they had experienced. The vast majority of those who experienced antisemitism said that they heard an antisemitic remark where they live or where they work. The interviewers were instructed to record these remarks. Some were overheard insults, such as "dirty Jew," "damn Jews" or "too many loud Jews in here." Sometimes the content was less abrasive but the respondent reported that the manner in which they were said indicated antisemitism more clearly than the words.

Other remarks were more direct. One man confided that he is called "Jew boy" at work. In Baltimore, one woman said that she was at a party and a group of people were laughing about "Kikesville," a derogatory name for a largely Jewish area, Pikesville.

Sometimes the respondents reported that they suffered nonspecific verbal abuse or that they were refused a reservation because of their Jewish name. While such feelings are real, it is very difficult to evaluate such respondents' accuracy.

Some respondents claim job discrimination, housing discrimination, social club restrictions and other forms of antisemitism, but such claims are rare. Most Jews say that they hear antisemitic remarks either in passing or directly, and occasionally are subject to direct discrimination. Therefore, the majority of Jews do not report what they consider to be an antisemitic incident to any person or any institution. They say that they handled the matter themselves, either because it was too minor to report, they could not prove the incident took place, they felt nobody would do anything about it anyway or because it was best to ignore it.

Jews believe that antisemitism exists, but most believe it is not pervasive. The minority of them who personally experience antisemitism primarily report unpleasant remarks direct or overheard. The data that we have on non-Jewish attitudes would corroborate these experiences: most non-Jews hold some antisemitic beliefs.

The data about Jewish perceptions of antisemitism can be useful guides in our understanding of antisemitism, and should be taken seriously. The phenomenon of antisemitism in the United States needs much more systematic exploration. Many questions have not been adequately addressed by researchers thus far. Is the nature of antisemitism changing? What is the role of Israel in non-Jewish perceptions of Jews? What is the connection between antisemitic behavior and antisemitic attitudes among non-Jews? What roles do institutions such as the media, schools and churches play in influencing non-Jews' perceptions of Jews and what impact can these institutions have on diminishing antisemitism?

And finally, while many Jews say that they have experienced antisemitism, in what ways does it affect their lives? Are these serious incidents that alter behavior patterns of Jews, or minor events that the individual handles adequately without major influence on their lives? The impact of antisemitism on Jewish behavior in the United States is largely unstudied.

Marshall Sklare, director of the Center for Modern Jewish Studies, wrote almost two decades ago that "hard data are necessary if we are to go beyond isolated clues and impressions concerning the ambiguous Jewish situation in the society, and learned opinion is indispensable if we are to make our way through the maze of historical, social and psychological issues that immediately surround the subject." Twenty years later the major research tasks still remain. ■



## \*The Holocaust: Its Uses and Abuses

by Leon Jick



In the 1980s the situation is radically altered. "Holocaust" has become an instantly recognized code word. It is the subject of scores of books, lectures, courses, television programs — even a children's game. Popular journals feature articles on various aspects of events related to the destruction of European Jewry. Politicians, who recognize, appropriate and exploit popular issues, have often responded by appointing highly publicized commissions, bestowing awards and punctuating their speeches to Jewish audiences with frequent references. Fund-raisers exploit the interest in soliciting support for purposes that are often vague and undefined. Invoking the Holocaust automatically guarantees a positive response.

How did this transformation come about? How is it to be understood and if possible explained? What does it signify? These questions have not yet been adequately considered. Since the circumstances in Israel — past and present — differ significantly from those in the diaspora, let's examine the North American experience.

In the years immediately following the end of the war, the liberation of the camps and the confrontation with the staggering proportion of the disaster, there was a flurry of interest in the Jewish catastrophe and concomitant problems. Even then, the reluctance of the nations of the world to throw open their doors to the survivors denotes a callousness to the meaning of the tragedy or an abrogation of responsibility for its consequences.

The Nuremberg Trials provided a forum for making much information public, but their scope was limited since they focused on legal and juridical issues. Given the small number of war criminals brought to trial and the rapidity with which the so-called de-Nazification process was concluded, some have suggested that the trials were designed to forestall continuing analysis rather than to initiate ongoing inquiry. Indeed, after the conclusion of the major trials, the issues which had been raised were speedily removed from public and scholarly agendas. The volumes of documents which were collected and published were relegated to the back shelves of libraries. Issues of specific Jewish concern were generally ignored.

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In 1959, a book called *Holocaust* was published in New York. It was written by a Boston journalist and dealt with a 1942 night club fire in that city in which some hundreds died. The appearance of this title indicates that at that time, 14 years after the end of World War II, the term "holocaust" was not linked with the destruction of European Jewry and that there was little likelihood that a book with this title would be associated with the Nazi period or the Jewish tragedy. As a matter of fact, little was then being published in the United States that dealt with this subject under any name. The destruction of European Jewry seemed to be a barely remembered, rarely mentioned event, of interest only to a limited circle of survivors.

During these postwar years there was little scholarly work written or published in English on the Jewish catastrophe. A number of memoir books were issued — primarily by groups whose membership consisted of immigrant survivors from Europe. These subsidized volumes were printed in small editions by private publishers and generally distributed to a limited group of subscribers. A few other "black books" and documentary collections were published by various Jewish organizations. Many of these works were of indifferent quality and none was widely circulated or reviewed. Indeed, the most comprehensive of these volumes, a work entitled *Nazi Germany's War Against the Jews*, published by the American Jewish Conference in 1950, is available only in one major library in Boston. It almost seems as if the book was suppressed.

In 1949, the Conference on Jewish Relations convened a meeting on "Problems of Research in the Study of the Jewish Catastrophe 1939-1945." Philip Friedman described what he called "the *Khurbn* (destruction) literature" as follows:

"The bulk of it consists of personal records, memoirs, chronicles of events, pathetic accusations, etc. Few books have been written by scholarly or literary trained writers . . . In effect, we have an incredible vulgarization and shallow banalization of the scholarly (or pseudo-scholarly) and pseudo-literary production in this field. The flood of inferior production is overshadowing the worthwhile material and is bringing much harm, causing miscredit and distrust to our whole *Khurbn* literature and to the results of serious research."

Throughout the 1950s only one comprehensive work on the Nazi treatment of the Jews appeared in English. In 1953, Gerald Reitlinger's *The Final Solution* was published in England. The work received scant notice in the United States. It was reviewed in only three journals, none of which was widely circulated. The *YIVO Annual* published in 1954 devoted to

"studies dealing with Jewish catastrophe of 1933-1945" consisted entirely of articles translated from the Yiddish. General works dealing with the Second World War either ignored the Jews altogether or made brief and passing reference to Nazi antisemitism. Even a volume devoted to "Nazi resettlement and population policy" published in 1957 dealt only marginally with the impact of these policies on the Jews of Central and Eastern Europe.

In 1954, American Jewry celebrated its tercentenary — the 300th anniversary of the settlement of the first group of Jews of America. Every Jewish publication was full of self-congratulation and pietistic praise of "our ancestors." No mention of the recent fate of closer relatives was allowed to mark the festivities. One of the most astonishing items produced in conjunction with the celebration was a phonograph record issued by the *Arbeter Ring* called *Dos Golden Land*, containing songs in Yiddish about the immigrants and immigration. The English narration rhapsodically describes America as the land of immigrants whose door is open to the "masses yearning to breathe free." The fact that all through the Hitler period (and in the immediate postwar years as well) the doors were shut fast is ignored. Even more shocking is the inclusion of songs expressing attachment to the *shtetlach* from which the immigrants had come — without mentioning the fact that these townlets no longer existed or were altogether *judenrein*. In the picture emerging from this record, the destruction of the world depicted in the nostalgic songs is totally repressed. During this period, a graduate student interested in pursuing research on the Nazi period was advised by a distinguished American Jewish historian to give up the work because "no one is interested in Hitler." American Jewry was silent.

How is this neglect of the subject to be understood? The most common explanation is that the experience was too close, too painful to be confronted. There may be some validity in this assumption, especially as far as survivors of the camps and ghettos are concerned. However, for American Jewry as a whole the evidence does not support this thesis. More likely, the most significant factor at work was the onset of the Cold War in the late 1940s and early 1950s and the concurrent rehabilitation of Germany as an ally of the United States. As Abraham Duker wrote in 1949:

"Unfortunately, at the present stage of the Cold War, public taste in reading and research is not guided toward learning the truth about crimes which reflect adversely upon the status of the German people and their Quisling pogromist allies in many nations in Europe . . . The campaign to make the world forget is waged by some presumably respectable people in most respectable quarters."

American Jewry, uneasy about the rising McCarthyite paranoia, anxious about a possible reemergence of antisemitism in the wake of the Rosenbergs' trial, for the most part collaborated or at least acquiesced in this "campaign to make the world forget." The Jewish establishment was not interested in opposing American foreign policy or in raking up the coals of an unpleasant past which only exposed Jewish insecurity and vulnerability. Of 15 articles listed in the *Reader's Guide to Periodical Literature* in the years 1951-1953 under the rubric, "World War II Atrocities," 11 pertained to the Russian massacre of Polish officers in Katyn Forest.





On a deeper psychological level, it is likely that American Jewry desired to separate itself from the experience of abuse and suffering and from the sense of shame which victims of crimes experience. Numerous studies have shown that a victim often feels as though he himself is to blame for his suffering. American Jewry in the 1950s, striving to enter the mainstream of American society, was reluctant to identify itself with this ultimate experience of victimization. Compounding this reluctance was the lingering sense of guilt, of not having done enough, of not having been responsive. American Jewry did not want to be confronted with its passive response to the catastrophe or with the possible implications of the failure to respond adequately.

Yet, during this period the Jewish community *did* mobilize significant energies in support of the struggle for the establishment of the State of Israel. Raising funds and the exercise of political influence were indeed constructive responses to the victimization of the survivors languishing in DP camps. The emergence of the State promised to end the predicament of the homelessness and of helplessness which had made the catastrophe possible. It seemed to reaffirm the vitality and indestructibility of the Jewish people. It even renewed the hope for "normalization," the fervent aspiration of Zionists and assimilationists alike — the hope that the Jews could finally divest themselves of their unique and vulnerable role as a "special case."

The situation began to change in the early 1960s, slowly at first but with increasing intensity. One of the tokens of this change was the introduction of a new term of reference: "holocaust." This word has overtones which are absent in the more commonly used "catastrophe" or "destruction." It entered the English language through the Greek translation of the Bible where it translates the Hebrew "olah" — the "sacrifice wholly consumed by fire." The biblical association, the implication of sacrifice and of total destruction by fire give the word special resonance.

Except for a few passing references, the term "holocaust" was not used until the late 1950s. The *Yad Vashem Bulletin* of April 1957 mentions "Research on the Holocaust Period." In 1959, the third volume of *Yad Vashem Studies* contains an article entitled "Problems Relating to a Questionnaire on the Holocaust." The word first appears in the *New York Times* on May 30, 1959, in an article describing the dedication of the Yad Vashem memorial in Jerusalem, on which appears an inscription invoking "the memory of our six million brothers and sisters who perished in the Nazi Holocaust in the years 1933-1945." Nevertheless, when Raul Hilberg published his *Destruction of European Jewry* in 1961, he was not aware of the designation "holocaust" nor did he use the term. It should be noted that after numerous rejections, publication of Hilberg's monumental work was made possible only by a subsidy from a survivor family. As late as 1961, the Holocaust by any name was not yet regarded by American publishers as a subject of sufficient interest to warrant a possible financial risk.

In the 1960s the term took on a specific meaning. *The Barnhart Dictionary of New English Since 1963* lists "holocaust" — defined as "the destruction of European Jewry in World War II" — as a new term. The appropriation of this term was a token of growing interest and awareness.

The most obvious stimulus was generated by Eichmann's capture in 1960 and his trial in Jerusalem in 1961. The trial focused world attention on Nazi crimes against the Jews; it reopened examination and discussion of what had happened. Once again the painful questions of "why" and "how" were raised. In many quarters, attempts were made to blunt the impact of the trial by focusing discussion on legalistic issues such as Israel's right to kidnap Eichmann, or Israel's right to

try him, or the morality of capital punishment. These attempts ultimately failed as the legal proceedings once more forcibly recalled the enormity of the crime which the world, including most Jews, had preferred to forget.

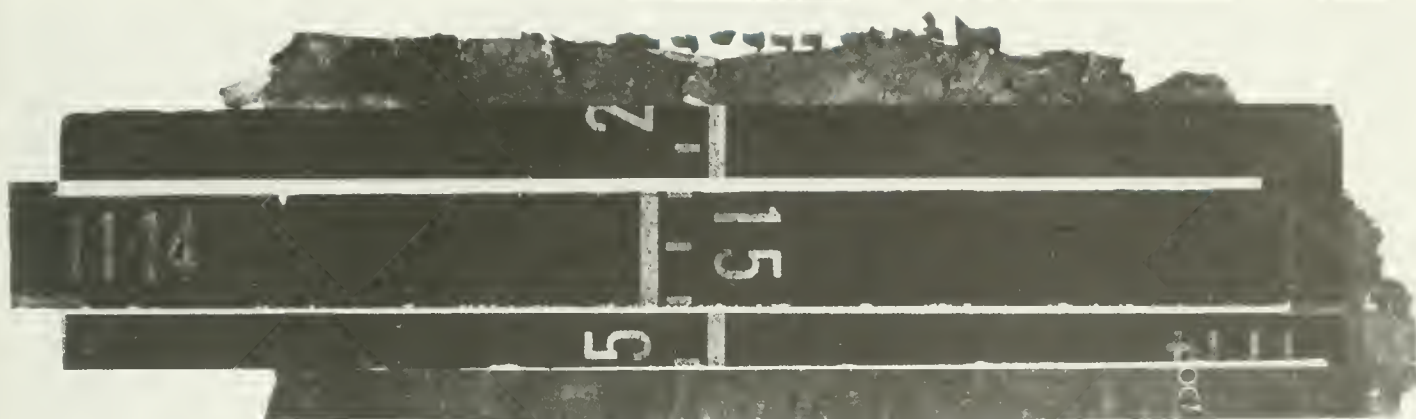
The trial triggered a continuous debate which led to a reexamination of both evidence and issues. Hannah Arendt's treatment of Eichmann as an example of the "banality of evil" provided a stimulus for vigorous controversy and for a series of responses and rebuttals. Some of these focused on Jewish resistance; others reexamined the universal implications of the uniquely Jewish experience. The Holocaust was brought out of the closet and placed on the agenda of public and scholarly interest.

While the Eichmann trial served as an important stimulus to public attention, the renewal and growth of interest cannot be attributed to this factor alone. The 1960s were a decade that began with the growing sentiment for redress of social grievances and heightened militancy among minority groups in asserting their rights. The civil rights struggle of American blacks was a product of this climate. The political and intellectual atmosphere in America fostered exposure of historic oversights and criticism of the behavior of a society often indifferent to evil: smugness and self-righteousness were under fire. Even religious ideas and institutions were not immune. The so-called death of God movement particularly prominent in American Protestantism raised searching questions about the validity and efficacy of traditional religion. American Jews, buoyed by the prosperity of the 1950s and invigorated by their identification with Israel, were more aggressive in airing their concerns and pursuing their interests. The most recent arrivals among them — the survivors of the Holocaust — having overcome the hardships of adjustment and the handicaps of foreignness, began to make their influence felt in community.

In 1960, Elie Wiesel's autobiographical novel, *Night*, appeared in English. Wiesel's work, like Hilberg's, passed from publisher to publisher before a small firm risked printing it. The work did not achieve wide circulation at once but it did attract some attention beyond the limited circle of Jewish activists. It was followed by a series of articles and novels which won an increasing audience for the man and for the issues involved. By 1966, Wiesel was the recipient of an award for outstanding literary achievement from B'nai B'rith; his work was the subject of essays in such journals as *Commentary*, sponsored by the American Jewish Committee, and *Commonweal*, a liberal Catholic journal. That same year, Nellie Sachs shared the Nobel Prize for her poetry on Holocaust themes. The Wiener Library had begun publishing its bulletins, and *Yad Vashem* was increasing its output of scholarly material in English. A distinguished American historian, Stanley Elkins, had written a perceptive but controversial book in which he compared the impact of the concentration camp on personality with that of American slavery. The Holocaust was entering the time consciousness of American historians. The willingness to face the facts, the desire to know and, if possible, to understand and the determination that the tragedy not be forgotten had been kindled.

Despite these developments, the Holocaust remained a minor theme in the awareness of American Jews and a subject of which the broader society took little note. In 1961, 21 Jewish intellectuals participated in a symposium in the magazine *Judaism* on the subject of "My Jewish Affirmation." The subject of the Holocaust was ignored. A conference on the "Shoah (catastrophe) and the Jewish School" was sponsored by the American Association for Jewish Education in 1964 (note, the term "holocaust" was not yet used), but the material available for use in Jewish schools was limited and the willingness to





tackle so thorny a subject was rare. As for general education, Gerd Korman has documented the pervasive "Silence in the American Textbooks." Perhaps most surprising, a symposium of Jewish theologians and rabbis on the "Condition of Jewish Belief," published in *Commentary* magazine in 1966, contains no more than a few scattered references to the "age of Auschwitz." Only the maverick Richard Rubenstein suggested that "the greatest single challenge to modern Judaism arises out of the question of God and the death camps." He expressed amazement "at the silence of contemporary Jewish theologians on this most crucial and agonizing of all Jewish issues."

The breakthrough in the process of coming to grips with the reality and bringing the Holocaust to the center of Jewish consciousness came in 1967 during the anxious days prior to the Six-Day War. American Jewry was profoundly shaken by the terrifying prospect that the defeat of Hitler may not have averted total destruction of European and Near Eastern Jewry, but merely postponed it. The Holocaust appeared not only as a past experience but as an ever-present danger. The apathy evinced by the bystanders in Israel's hour of peril was a shocking reminder of isolation. American Jewry responded with unprecedented concern and assertiveness.

At the same time, the trauma of Vietnam and the disintegration of the civil rights movement under the impact of black nationalism nourished a resurgence of Jewish consciousness and a readiness to join the chorus of criticism directed against the "establishment." Numerous expressions of intensified Jewish consciousness manifested themselves, including the agitation on behalf of Soviet Jewry and the emergence of an articulate search for "Jewish identity." The remembrance of the Holocaust became an established article of the creed of what has been called "Jewish civil religion."

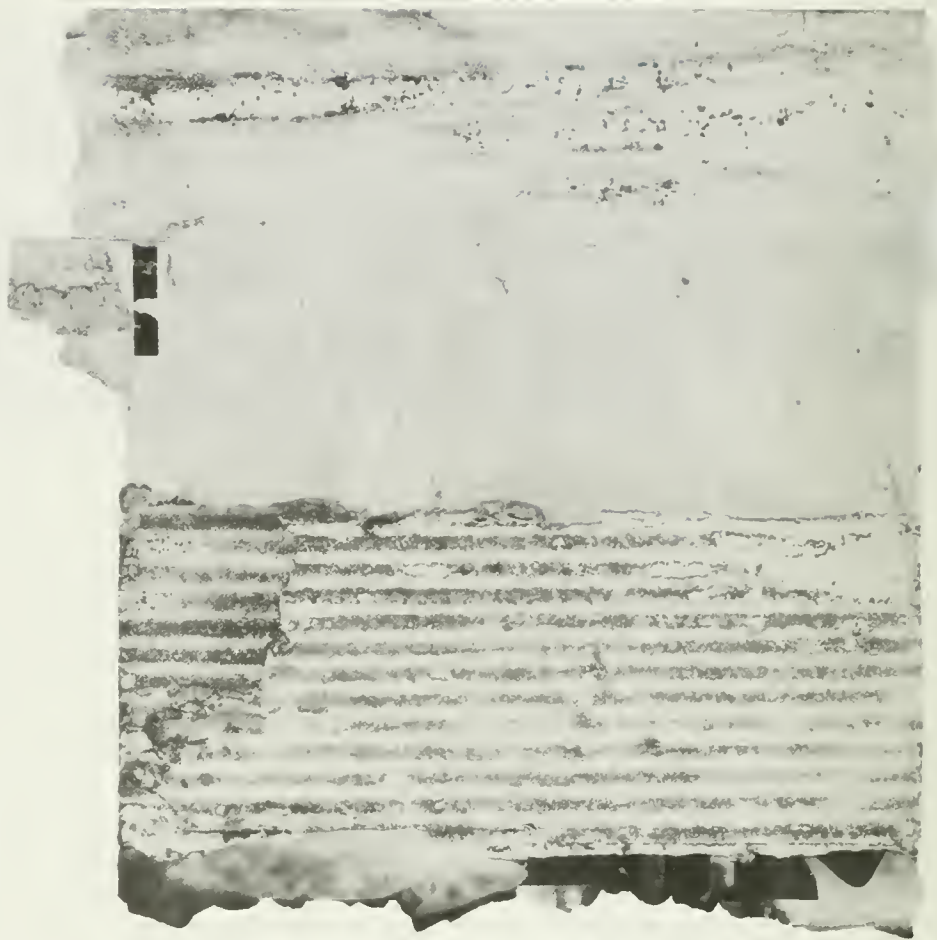
For the first time, American Jewry felt sufficiently secure to raise questions concerning the role of the bystanders during the Holocaust — especially that of the government of the United States of America. In 1948, Jacob Lestchinsky, the well-known economist — himself a refugee from Eastern Europe — had written: "Painful though this will sound, we must nevertheless admit that some governments refused to admit Jews out of sincere humanitarian motives." These governments, including the United States, "realized that admission of an appreciable number of Jews would increase antisemitism. [Therefore] Roosevelt refrained from taking steps that would have enabled more Jews to enter the United States." Lestchinsky concluded: "In justice to these governments we must credit them with pure motives."

By 1970, the time for fawning and apologetics had passed. Arthur Morse's *While Six Million Died: A Chronicle of American Apathy* appeared, presenting a scathing denunciation of American policy and singling out Roosevelt as well as those around him. That same year Henry Feingold published a more scholarly analysis of the same problem entitled *The Politics of Rescue: The Roosevelt Administration 1939-1945*. Both volumes laid bare the mischievous motives of those whose failure to act sealed the doom of European Jewry. At least some American Jews were prepared to face the bitter truth and to point an accusing finger at those responsible.

In 1968, the Library of Congress created a new major entry card: "Holocaust — Jewish, 1939-1945." In 1971, "holocaust" appeared for the first time as a cross-listing in the *Reader's Guide to Periodical Literature*.

The final escalation in emphasis occurred in 1973 when the Yom Kippur War once more triggered the sense of the precariousness of Jewish survival. Coming as it did at a time of general disappointment with progressivist illusions and growing acceptability of ethnic particularism, this crisis thrust the consciousness of the Holocaust into the forefront of Jewish concern. The growing isolation of Israel in the international community and the resurgence of antisemitism in the guise of anti-Zionism contributed to transforming the subject into a major preoccupation. When, in 1974, the magazine *Judaism* sponsored a symposium posing the question "Where Do I Stand Now?" one-third of the respondents cited the Holocaust as a significant element in their self-awareness. In response to student interest, courses dealing with the Holocaust were introduced on a number of college campuses.

The years which have followed have brought a flood of books and articles that command growing interest and attention. The publications of *Yad Vashem* have set a high standard for searching analysis and scholarly integrity. The writings of Jacob Katz, J. L. Talmon, Saul Friedlander and others have dealt with the Holocaust in the context of modern European as well as Jewish history. Fritz Stern, George Mosse, Gershom Scholem and Uriel Tal have scrutinized the complex background of the German Jewish symbiosis. Yehuda Bauer is contributing a continuing thoughtful synthesis of the growing body of research. Lucy Davidowicz produced a useful summary of *The War Against the Jews* which, though not breaking new ground, did provide a reliable one-volume survey of the subject. Numerous researchers produced articles and monographs of quality. A special category of work dealing with the theological implications of the Holocaust for Christians as well as Jews emerged and became the subject of lively controversy. The avid interest of book publishers and magazine editors indicates that the subject continues to command attention.





Alongside the works of quality, material of inferior caliber has appeared together with popularizations in varying degrees of vulgarity. In the late 1970s, the Holocaust engaged the attention of the mass media. The presentation of a four-part dramatization on national television attracted large audiences. The flaws in the production were overlooked by most Jewish groups who were delighted with the exposure. The subsequent appointment of a Presidential Commission on the Holocaust was accompanied by widespread publicity. Only certain cynics were astute enough to see this as a political move and raise doubts as to whether any of the proposed plans would be implemented. Preoccupation with the Holocaust by the media and politicians stimulated in the Jewish communities a belated interest which in turn evolved into a phenomenon verging on obsession. Unfortunately, the preoccupation with the subject led to exploitation, resulting in a growing number of so-called Holocaust Centers. Most of these enterprises are woefully inadequate to warrant the designation "center." Some even blatantly misuse the appeal of the Holocaust to raise funds for purposes which are at best vague and at worst, unworthy. The Holocaust has become, to borrow an expression from the Talmud, "a spade with which to dig." The devastating barb: "There's no business like *Shoah* business" is, sad to say, a recognizable truth.

Inevitably, a reaction against this preoccupation has come about. Some serious scholars question the focus on the Holocaust to the exclusion of other aspects of the Jewish past and present. They point out that fully one-half of the scores of colleges and universities which now offer a course on the Holocaust teach no other classes on Jewish history or culture. Students taking such courses are often unaware of what preceded or followed the catastrophe or of what was destroyed. Their knowledge of the Jewish experience is limited to victimization — how Jews died.

Other critics decry the virtual substitution of the "Cult of the Holocaust" for Judaism, and, in the words of Jacob Neusner, "the turning of the murder of European Jewry into a paramount symbol of what it means to be a Jew." Still others reject the attempt to derive from the Holocaust theological principles which will bolster efforts to sustain Jewish identity. The debate within the Jewish community on the uses and abuses of the Holocaust has attracted the attention of the popular newsweeklies and was the subject of an article in 1980 by Paula Hyman in the magazine section of the *Sunday New York Times*. The article, which summarizes the varying points of view, concludes with a warning that a "saturation point" may have been reached as a result of which mention of the Holocaust will produce only apathy. As if to confirm the fear, Alfred Kazin, perhaps the American Jewish intellectual most sensitive to the impact of the "terrible years," has referred in a recent article to "the outworn and unprovoking term 'holocaust?'"

Clearly we face a risk that exploitation and vulgarization will so demean and degrade the subject that it will be robbed of its impact and those who deal with it conscientiously will lose credibility and audience. The very results that "revisionists" who deny that the Holocaust occurred could never accomplish, may be brought about by the unwitting and unscrupulous people within the Jewish community who provide what Yehuda Bauer has called "an escape route for the superficial."

In the face of this risk, it is the obligation of serious scholars and responsible communal leaders to see that this desecration does not occur. No one can predict what changes in mood and circumstance the rest of the 1980s will bring to American and World Jewry. Whatever the future holds, the place of the Holocaust in the context of our historic memory and the lessons of the Holocaust for modern society must be expounded and transmitted to future generations. This task calls not merely for lamentation, but for comprehension, not merely describing what transpired at Auschwitz, but striving to *understand* in the hope that the unbearable may not be inexplicable. Memory without context, without comprehension, can become a sterile exercise in museology. Memory as an instrument of comprehension can, in the words of Hannah Arendt, instruct and provide an incentive for "attentive facing up to and [if need be] resisting of reality — whatever it may be." ■



## Peery '89 Receives Award from President Reagan

Janelle Peery '89 displayed such courage in her battle with cancer that she became an inspiration to others with the same disease. The 19-year-old freshman from Cheyenne, WY, was diagnosed as having bone cancer in 1982, and when she was 15, her right leg was amputated. She is one of two people receiving the Young American Medal for Service from President Reagan. This program, which includes awards for bravery as well as public service, was established by Congress in 1950. The recipients are selected by the Department of Justice, and the presentations are made by the president; Peery was nominated by Wyoming Governor Ed Herschler.

Peery was awarded for her extensive volunteer work with the Wyoming Cancer Society and the Mayor's Council for the Handicapped. Her efforts include passing out homemade teddy bears to other young cancer patients and counseling teenage victims of the disease by "letting them know that they aren't alone; telling them there is someone else like you." Peery adds, "it was mostly a matter of being their friend and letting them share their experiences."

While at Brandeis, Peery has been doing volunteer work at the Dana Farber Cancer Institute in Boston, and she also plans to work at Children's Hospital. Her own experience with cancer "taught me the importance of volunteering. Everyone should volunteer somehow," she says. She is one of three recipients of the Brandeis National Scholarships — full, four-year scholarships — awarded on the basis of academic excellence and a record that demonstrates a strong sense of community responsibility.

## Contributions to Brandeis Top \$15 Million

More than \$15 million in new support for Brandeis, including a scholarship program in memory of the space shuttle Challenger's crew and a \$3.5 million grant for computer facilities, was announced by President Evelyn E. Handler. Also among the contributions is one given by Brandeis board member Irving Schneider and his wife Helen that launches the University well on its way toward the \$10 million endowment goal for the Heller School's Bigel Institute for Health Policy, and several others of approximately \$1 million each. Most of the grants were announced by the donors at the University's annual meeting held in Palm Beach, FL; in all, about 50 people announced major contributions.

The \$500,000 Challenger Memorial Scholarship Fund for Brandeis undergraduates was established by Jacob Hiatt, chairman of the Rand-Whitney Corporation of Worcester, MA, long-time Brandeis trustee and board chairman from 1971 to 1977. During his more than 30-year association with Brandeis, Hiatt has supported numerous University programs, including scholarships, debt retirement, annual

giving programs and many others. His major gift last year helped to create the Hiatt Career Development Center, and he also made the lead gift in support of the Thelma Sachar Endowed Scholarship Fund, which provides aid to needy undergraduates.

The \$3.5 million grant was given by Stanley A. Feldberg and his wife Theodora, the Feldberg Family Foundation and the Zayre Foundation. The money will help upgrade the University's computer facilities and establish a new chair in computer science in honor of Max and Morris Feldberg, the founders of Zayre. Mr. Feldberg is chairman of the executive committee of Zayre Corp., vice chairman of the Brandeis Board of Trustees and chairman of the University's Development Steering Committee.

Other contributions include \$1 million by Seymore and Gladys Ziv, both Brandeis President's councilors, and \$1.5 million by industrialist and Brandeis board member Joseph M. Linsey.

These current contributions have provided a \$40 million base upon which to build the first "capital campaign" in Brandeis' 38-year history, a five-year, \$200 million fund-raising drive. President Handler said, "The level of support for our recent fund-raising efforts demonstrates a commitment to Brandeis that will ensure the success of the campaign."

## Frances Sachar Donates Arts Chair

Brandeis has received a \$1 million gift from Frances Sachar of New York City to establish the Louis, Frances and Jeffrey Sachar Chair in the Creative Arts. Mrs. Sachar is the widow of Louis Sachar, a former real estate developer, and the late brother of Brandeis' Chancellor Emeritus Abram L. Sachar. The gift also memorializes Mrs. Sachar's 41-year-old son Jeffrey, who was killed in a traffic accident in Vienna, Austria. Jeffrey Sachar was an art collector who specialized in acquiring works of art by young, emerging artists from all over the world.

The first incumbent of the new chair is Robert Marshall, chairman of the music department, who came to Brandeis in 1983.

## Two Molecular Biologists Win 1986 Rosenstiel Medallion



Seymour Benzer



Sydney Brenner



Two scientists who played major roles in establishing the field of molecular biology through their work in genetics are the 1986 recipients of Brandeis' Rosenstiel Medallion. The award, which includes a \$10,000 prize, recognizes people whose contributions have been fundamental to the development of biomedical research. This year's recipients are Sydney Brenner, director of the Medical Research Council Laboratory in Cambridge, England, and Seymour Benzer, who is the James Griffin Boswell Professor of Neuroscience at the California Institute of Technology.

The Rosenstiel awards have been sponsored annually since 1972 by Brandeis' Rosenstiel Basic Medical Sciences Research Center: five of the previous recipients later received the Nobel Prize for their research. Benzer and Brenner shared the cash prize and accepted medallions at the campus ceremony on April 3. They were cited by a jury of nationally prominent scientists for fundamental contributions to the understanding of the gene and the extension of this knowledge to the complex problems of behavior and functions of the nervous system, said Harlyn O. Halvorson, director of the Rosenstiel Center.

Studies by Benzer, on the fruit fly, and Brenner, on a worm, led to the establishment of a new field of "behavioral genetics" (neurogenetics), which explores the nervous system's development and higher brain functions, such as learning, memory and biological rhythms, through the study of genes.



### **Handler Named to New England Council's Executive Committee**

President Evelyn E. Handler was named chairman for education and technology to the executive committee of the New England Council, a regional business association that includes 1,300 of New England's major employers. This represents a new step by the council in addressing "the concerns of the business community about the future funding of basic research in New England," said Eric Swider, New England Council president. The intent is to develop strategies "for a more collaborative effort by research institutions, both academic and commercial. Beyond that, President Handler will help the Board of Directors determine ways for the business community to work more effectively with institutions of higher learning," added Swider.



### **Winer Named Executive Director of Women's Committee**

The appointment of Harriet J. Winer as executive director of the Brandeis University National Women's Committee was announced by Barbara J. Ehrlich, national president of the organization. Since NWC's inception, more than \$25 million has been given by the 65,000 members nationwide to support the University's libraries.

Winer is the former director of development for the Patriots' Trail Girl Scout Council, and has worked as a public relations representative for the John Hancock Mutual Life Insurance Co. She has been a loaned executive to several Boston organizations, and is currently a member of the advisory board to the Women's Educational and Industrial Union.

### **Congressional Internship Award**

Sophomores Yuly Kipervarg of Forest Hills, NY, and Michael Swell of Boca Raton, FL, and juniors Matthew Brooks of Narberth, PA, and Lynn Heidi Green of Tuxedo, NY, were selected for the annual Summer Congressional Internship Award. They were chosen by a Brandeis committee that included Assistant Professor of Politics Sidney Milkis, the four 1985 recipients of the award and Kathryn Soule, internship coordinator at the Hiatt

Career Development Center. The criteria for the award are a high degree of motivation, good academic standing and enthusiasm.

The award provides a stipend to students interested in working as interns for members of Congress, federal agencies or other nonprofit organizations in Washington, DC. Kipervarg, a biology major, plans to work as an intern at the National Academy of Science, the National Institutes of Health or the Agency for International Development. Swell, a politics major, would like to work for U.S. Representatives Dan Mica or Larry Smith, both Florida Democrats. Brooks, another politics major, plans to work for Representative Jack Kemp, a Republican from New York. Green, a psychology major, would like to assist a U.S. senator or representative who serves on a committee on missing children.

### **University Sells \$30 Million Bond**

The University has sold a \$30 million bond issue to finance new construction and to consolidate some of its long-term capital debt. New construction to be financed includes the University's telecommunications and computerization project, renovation and expansion of the Sherman dining facilities and new campus housing for approximately 300 students. The decision to consolidate the University's long-term capital debt was principally to permit better financial planning. Much of the debt was in variable rate bonds, which made it difficult to budget the University's debt service.

## Obituaries

**David Schwartz,  
1897-1985**

Brandeis Trustee Emeritus David Schwartz, an early supporter of the University and a prominent philanthropist, died in December in New York City at the age of 88. He was the founder of Jonathan Logan, Inc., one of the country's largest producers of women's apparel, and had been associated with Brandeis since the 1950s, serving as a fellow from 1958 to 1968 and a trustee from 1968 to 1977. He and his wife Irene supported numerous Brandeis programs, including the establishment of the David and Irene Schwartz Fund for Campus Beautification, which financed landscaping of new buildings on campus. Schwartz' generosity toward Brandeis also is reflected in academic facilities that include the David and Irene Schwartz Hall, the Richard and Sheila Schwartz English Wing and the Bruce and Lois Zenkel Philosophy Wing.

He is survived by his wife Irene, a son Richard and a daughter Lois Zenkel.

**Sam Spiegel, 1901-1985**

Motion picture producer Sam Spiegel, a Brandeis Fellow who established a chair in cinematography at the University, died in December on St. Martin at the age of 84. He produced such films as *The African Queen*, *On the Waterfront*, *The Bridge on the River Kwai* and *Lawrence of Arabia*, and had been a Fellow of the University since 1966. He also supported the film workshop program and was a past member of the Patrons and Friends of the Rose Art Museum.

He is survived by his wife Betty, a son Adam and a daughter Alisa Freedman.



Kevin O'Brien (left)  
and Jeffrey Cohen

This has been a busy season for Brandeis athletics, with plenty of action on the playing fields, and two key personnel changes. Jeffrey W. Cohen '64 was named acting director of athletics, recreation and intramural sports by Dean of Student Affairs Rod Crafts, succeeding Charles L. Crawford who resigned in January.

Cohen worked in a variety of capacities with the Celtics from 1965 to 1981, including seven years as vice president. He later was named executive vice president and general manager of the Kansas City Kings of the National Basketball Association, and came back to Boston in 1982 as executive vice president of the United States Football League's Boston Breakers. Cohen returned to Brandeis in 1983 as associate director of planned giving.

In making the announcement about Cohen's new appointment, Crafts said, "His 18 years of athletic management experience, his experience at Brandeis and his commitment will enable him both to manage day-to-day operations of our athletic department and to continue the planning for our future athletic facilities."

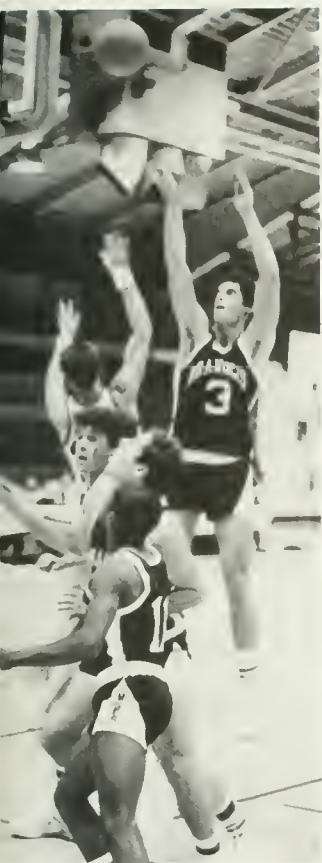
One of Cohen's first decisions in his new post was to appoint Kevin O'Brien head coach of the men's varsity basketball team. He succeeds Bob Brannum, who is retiring after 16 years and now will stay on campus as coordinator of club sports. "Kevin O'Brien is the kind of bright young energetic coach to pick up the Bob Brannum tradition of Brandeis basketball and carry it forward," said Cohen.

O'Brien was Brannum's assistant for the past five years and was involved in scouting, recruiting and practice preparation. He is a 1979 Tufts University graduate, having played three years of varsity basketball and four years of varsity baseball there. He was honored with three awards by the Tufts athletic department and was a recipient of the NCAA Post-Graduate Scholarship for Academic and Athletic Excellence. From 1980 to 1981, he played professional baseball with the New York Yankees, and then joined the Brandeis athletics staff in fall 1981. Besides his new post as head basketball coach, O'Brien continues his other duties as assistant baseball coach, lecturer in physical education and head resident of Shapiro Residence Hall.

Meanwhile, on the playing fields, the Brandeis athletic teams were enjoying a successful winter. The men's basketball team ran off to its fastest start in six seasons, recording a 6-3 mark after nine contests. The young Judges team, featuring five sophomores among its top six scorers, has been led by a pair of second year players, Stanley House (Cambridge, MA) and Derek Oliver (Lowell, MA). House is an electrifying point guard who tops the team in scoring with a 16.7 average. A talented playmaker, House paces the team in assists with 85 through 18 games. Oliver, a 6-foot-6



Brandeis basketball team  
in action



is guard Kathy Koliss (Millbury, MA), who tops the team in scoring with a 14.9 average and also leads the team in assists. The sophomore is Chris Corsac (Worcester, MA), who has been a force in rebounding, averaging nearly 11 rebounds each game while scoring 15 points a game. The team competed in the inaugural year of the New England Women's Six Conference. Competing schools were Babson, MIT, Smith, Wellesley and Wheaton.

Coach Norm Levine's indoor track team recorded one of its highest point totals in several years at the 1986 Greater Boston Championships. Freshman Steve Krause (Providence, RI) finished second in the 440 meter race in a time of 49.74, while teammate Mark Mahoney '87 (East Greenwich, RI) ran in fourth place. Ken Andrews '87 (Dennis, MA) also put in a good effort, finishing third in the 600 yard race with a time of 1:12. Greg Steelman '87 (Allentown,

Coach Bill Shipman's men's and women's fencing teams bucked tradition and opened the 1986 schedule sporting uniforms with the school's name on the back. Traditionally, college fencing teams have worn all-white uniforms. The men's fencing team had a fine season, trouncing Brown University and Trinity College in two big meets. The women's fencing team registered a decisive triumph over Trinity College. Brandeis



1985-86 Men's and Women's fencing teams



forward, leads the team in rebounding at 8.7 per contest. He is second in scoring, hitting for a 16.6 average. Oliver's sophomore campaign rivals his first year, when he was named ECAC Division III Rookie of the Year.

Coach Donna Devlin's women's basketball team also is youthful, a club that has no seniors and has been paced by a freshman and a sophomore. The freshman

In women's indoor track, Christine Brace (Red Bank, NJ) became the first Brandeis athlete to win the Greater Boston Championship in the women's pentathlon. In a strong performance, Brace defeated competitors from Harvard, Boston College and Boston University to capture first place. The pentathlon combines competition in the high jump, long jump, high hurdles, shot put and 800 meter race.

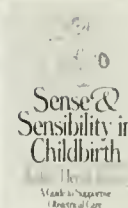
NH) threw the shot put 52'3" to qualify for the NCAA Division III championship meet. Krause's time in the 440 made him the second Brandeis athlete to qualify for that prestigious meet.

The men's indoor mile relay team of Ty Hanewich '87 (Attleboro, MA), Mahoney, Andrews and Krause smashed an 11-year-old school record by almost four seconds when they posted a 3:19.6 while winning the Boston College Holiday Festival.

In swimming, coach Jim Zotz' men's and women's teams recorded satisfying seasons. Top performers for the men's team were captains Alan Corcos '87 (Portland, OR) and Steve Ruskin '87 (Ogden, UT). Ileen Epstein '88 (West Hartford, CT) paced the women's team.

performed well in the New England Women's Intercollegiate Fencing Association's meet held here.

The honors keep coming for coach Mike Coven's men's soccer team. Individually, Jim McCully '86 (Orleans, MA) was named first team All-American in Division III. McCully, a four-year starter, scored eight goals and six assists and finished his career with 58 points. Collectively, the Judges won the Sampson Trophy, an award given annually to the best Division III soccer team in New England.



## Faculty

*Meditations of a  
Maverick Rabbi*

**Albert S. Axelrad**,  
chaplain, Hillel rabbi and  
B'nai B'rith Hillel director

Rossel Books

Rabbi Axelrad, who has been at Brandeis since 1965, presents a collection of essays, articles, reviews, talks and modern interpretations of some fundamental tenets of Judaism, including sanctity of life, activism and actions, humaneness, reason and learning, family life and social justice, righteousness and peace. As he struggles to confront the variables of our age, he articulates a Judaism that is flexible but true to its traditions.

*Survival and Rebellion in  
Colonial Central Africa*

**Karen E. Fields**,  
associate professor of  
sociology

Princeton University Press

To reveal the political impact of millenarianism in Central Africa from 1900 to 1925, Fields focuses on an African version of the Watchtower movement that undid the calm of colonial Malawi and Zambia. She draws new conclusions about mission endeavor (presumed to be conservative), British governance (presumed to be modern) and millenarian prophecy (presumed to be irrational). Given the British system of indirect rule, missions were inherently subversive, whatever the missionaries' intent, she contends.

*Description of the Clergy  
in Rural Russia:  
The Memoir of a  
Nineteenth-Century Parish  
Priest*

**Gregory L. Freeze**,  
professor of history, trans.

Cornell University Press

As a renowned historian of the Russian church, the author has translated the text of a dissident priest's exposé of the parish clergy and supplied extensive annotations. His introduction is a survey of the church's role in the social and political life of imperial Russia, and the entire book provides a graphic picture of the Orthodox church and its profound importance in the everyday lives of ordinary men and women. It is a contribution to Russian social history, ranging beyond the seminary and the parish, touching on all aspects of village life.

*Toward Social and  
Economic Justice*

**David G. Gil**,  
professor of social policy,  
Heller School, and Eva A.  
Gil, eds.

Schenkman Publishing

This collection of essays, addressing the system of social welfare and policy organization in America, was commissioned for presentation at the founding conference of The Center for Social Change Practice and Theory at Brandeis University. Most of the contributing authors were graduated from the Heller School Ph.D. program, and come from diverse racial and ethnic communities. Several are at present deans of schools of social work and many others teach in human service schools. They have come together with approaches to human service practice, to policy development and to advocacy and movement strategy. Their theoretical studies seek to transform social, economic and

political institutions into alternatives conducive to individual and social development.

*Sense and Sensibility  
in Childbirth*

**Judith Herzfeld**,  
associate professor of  
biophysical chemistry

W. W. Norton

Herzfeld describes the links among and the problems associated with three types of controversial childbirth interventions: pain medication; preventive measures such as fetal monitoring; and medical delivery, including Caesarian sections, forceps extraction and the use of drugs to stimulate labor. She offers a nontraditional approach to obstetrical care, with original insights and advice on crucial issues. She covers the physiological basis to the politics of the maternity unit, and concludes with a recommendation for a kind of supportive childbirth care which encourages women and their families to educate themselves.

*The Jewish Response to  
German Culture: From the  
Enlightenment to the  
Second World War*

**Jehuda Reinharz**,  
Richard Koret Professor of  
Modern Jewish History,  
and Walter Schatzberg, eds.

University Press of New  
England

Seventeen historians, philosophers and literary scholars from England, Germany, Israel and the United States clarify the historical nature of the problematic relationship between Jews and Germans since the Enlightenment. The experience of German

Jewry, of central importance in European history as well as Jewish history, is explored through the interaction between Jewish culture with its ancient heritage and expansive German culture in the process of modernization. This book looks at Jewish and German history, questions of racism and the foundations of antisemitism that destroyed the German-Jewish community, and constitutes a unique picture of a culture that ceased to exist.

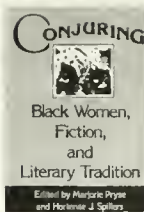
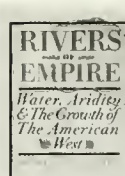
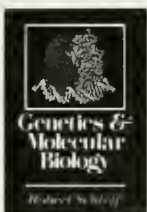
*Genetics and  
Molecular Biology*

**Robert Schleif**,  
professor of biochemistry

Addison-Wesley

Schleif presents a quantitative, chemically rigorous approach to fundamental findings in molecular biology in the context of innovative problems. The book attempts to develop an appreciation for research — many original papers are cited for additional reading — and the careful choice of topics and coverage makes this a detailed text and reference work. Schleif gives a critical analysis of experiments and explanations of underlying principles to develop an introduction to the field of molecular biology.





*Social Planning and Human Service Delivery in the Voluntary Sector*

**Gary Tobin**, associate professor of Jewish community research and planning, Lown School, ed.

Greenwood Press

This volume focuses on the history and structure of one of the largest and fastest-growing parts of our society — the \$192 billion human service delivery system run by the voluntary sector. The text reviews important policy aspects of the federal government's retreat from human service support and the ability and willingness of the private and voluntary sectors to help fill the void. The effectiveness of the system at all levels is covered, as well as specific trends in volunteer efforts. This definitive volume discusses new and innovative solutions for locating untapped sources of revenue and for developing fund-raising strategies and methods for voluntary agencies.

*Rivers of Empire: Water, Aridity and the Growth of the American West*

**Donald Worster**, Jack Meyerhoff Professor of American Environmental Studies

Pantheon Books

Worster shows us how, from the earliest days of Western development, elites of wealth and technological power have controlled the West's most precious resource: water. From the turn of the century, when Southern Pacific Railroad barons were given one-tenth of the land in California to develop, to the Depression, when wealthy growers monopolized the region's cheap, publicly subsidized water supply, to today, when Arizona cotton farmers are fighting with Sun Belt cities for the

dwindling water supplies, aridity and the control of water have totally determined the face of the West. In this reinterpretation of the region's history, Worster shows how the West can be seen most clearly as a modern hydraulic society, one that is based on, shaped by and completely dependent upon its dams, reservoirs and canals.

**Alumni**

*Desire and Repression: The Dialectic of Self and Other in the Late Works of Henry James*

**Donna Przybylowicz**, Ph.D. '78

University of Alabama Press

In Henry James' works, one finds the international theme, social and cross-cultural conflicts and moral questions, as well as the complex psychological problems coming from the fiction of self-identity. This reassessment explores the antithetical forces of democratic idealism and aristocratic elitism at work in his fiction. Przybylowicz examines James' conflicts and obsessions about creativity, thus contributing to current theoretical debates over the rise of the modern novel.

*W. B. Yeats and the Craft of Verse*

**Malati Ramratnam**, Ph.D. '73

University Press of America

The author examines Yeats' poetic craftsmanship by exploring the deliberate labor Yeats employed in the making of his style. He discusses such topics as Yeats' theory of the poet as craftsman, his metrical or rhythmic technique, his idiom with reference to nouns and epithets and the form of the dramatic poem.

*Conjuring: Black Women, Fiction and Literary Tradition*

**Hortense J. Spillers**, Ph.D. '74, and Marjorie Pryse, eds.

Indiana University Press

Based on magic, oral inheritance and the need to struggle against oppression, black women writers enlarge conventional assumptions about the nature and function of literary tradition, the authors contend. They revise the image of black women writing in isolation, so that the focus is on connection rather than separation, and on the transformation of silence into speech. These writers affirm the wholeness and endurance of a vision shared through the articulation of black women's heritage, roots and survival.

*Prophetic Sons and Daughters. Female Preaching and Popular Religion in Industrial England*

**Deborah M. Valenze**, Ph.D. '82

Princeton University Press

In the history of 19th-century women, the importance of working class female preachers who risked their physical well-being and reputations to travel and speak to audiences of both sexes is not well-known. The author looks at the significance of this evangelicalism as a response to the transformation of 19th-century England. She gives glimpses into the lives of humble people by using local histories, memoirs and the history of Methodist sectarianism to explore why this religion became the focal point of daily activity. She shows that popular religion provided the basis for domestic and spiritual ideals of laboring families during a period of upheaval, and that this ideology gave women the power to challenge the institutions and values of an industrial society.

## Allen Anderson

assistant professor of music, had the world premiere of his composition, *Arcade*, for violin and piano performed at a League-International Society for Contemporary Music concert at Carnegie Recital Hall in New York City. His composition, *Charette*, for chamber ensemble had its Boston premiere at Brandeis, conducted by David Hoose, assistant professor of music.

## Gerald S. Bernstein

associate professor of fine arts, lectured on the work of Leonard Baskin at Hebrew College, Brookline, MA, and delivered a paper entitled "The Urban Kiosk" at the Sixth Annual Conference on Industrial History sponsored by the National Park Service at the University of Lowell.

## Martin Boykan

professor of music, was named to the Irving Fine Chair in Music. He also received a Serge Koussevitzky Music Foundation commission from the Library of Congress, awarded for his "valuable contributions to the music of our time."

## Jacque Cohen

professor of computer science and chairman of the computer science department, delivered an invited lecture during the conference, "Future Trends in Computing," in Grenoble, France. Professor Cohen lectured on "Recent Developments in Micro Analysis of Programs" and presented research done jointly with Professor Timothy Hickey, assistant professor of computer science. In addition, the International Telecommunications Union sponsored a series of seminars by Professor Cohen in São Paulo, Brazil. He also was appointed a member of the editorial panel of the *Communications of the Association for Computing Machinery*.

## Peter Conrad

assistant professor of sociology, received a National Research Service Award from the National Institute of Mental Health to continue his research on "Corporate Health Promotion and the Pursuit of Health." A second edition of his coedited book, *Sociology of Health and Illness: Critical Perspectives*, was published by St. Martin's Press.

## George Cowgill

professor of anthropology, gave a colloquium presentation at the State University of New York at Buffalo on "Mind, Matter and the Stability of Empires." He delivered an invited review paper on archaeological applications of mathematical and formal methods at a special 50th anniversary symposium at the annual meeting of the Society for American Archaeology in Denver, CO. He also spoke on "Political and Religious Inferences from Monumental Architecture at Teotihuacan, Mexico" at the Columbia University Seminar in the Art of Africa, Oceania and the Americas, and participated in a symposium on "States in the Making: Politics and Structure in the Archaeological Record" at the annual meeting of the American Anthropological Association in Washington, DC.

## Robert Evans, Jr.

Atran Professor of Labor Economics, participated in the Select Symposium on Far Eastern Industrial Relations at the University of Illinois. The *Journal of Labor Law* published his "Caesar Revisited: The NLRB and the Supreme Court," which examined the applicability of his analytical approach, first published in 1966, to subsequent Supreme Court decisions.

## Gerald D. Fasman

Louis and Bessie Rosenfield Professor of Biochemistry, delivered a lecture at the University of Alberta entitled "Critique of the Utility of the Prediction of Protein Secondary Structure." Professor Fasman gave the keynote address at a meeting in Hakone, Japan, on "Science and Technology 1985." The

symposium was sponsored by the chief scientific advisor to the prime minister of Japan. He also lectured at the Universities of Osaka, Nagoya and Tokyo, as well as the National Institute of Agrobiological Resources at Tsukuba Science City.

## Janet Zollinger Giele

associate professor at the Heller School, received a grant from the Medical Foundation of Boston to study "Stress and the Burdens of Caregiving for the Frail Elderly" with Phyllis Mutschler, research associate at the Heller School, as coprincipal investigator. Giele's research on changing life patterns of educated women continues for a second year under a grant from the National Institute of Aging, with Margie Lachman, assistant professor of psychology, as coprincipal investigator. Giele's essay on "A Rationale for Research on Coeducation" appeared in a report on research conducted by the Ten Year Committee on Coeducation at Phillips Academy.

## Adrian C. Hayes

lecturer with rank of assistant professor of sociology, published a paper, "Causal and Interpretive Analysis in Sociology," in *Theoretical Sociology*. He also spoke on the integration of positivist and hermeneutic approaches to social theory at the annual meetings of the American Sociological Association.

## Alfred L. Ivry

Walter Stern Hilborn Professor of Near Eastern and Judaic Studies, attended an International Symposium on Islamic and Turkish Philosophers and Scientists in Ankara, Turkey, where he read a paper entitled "An Evaluation of the Neoplatonic Elements in Alfarabi's and Ibn Sina's Metaphysics." The trip was sponsored by grants from the American Council of Learned Societies, the Institute of Turkish Studies and the Atatürk Culture Center in Ankara. At an International Colloquium on Maimonides Thought, sponsored by a consortium of universities in

Montreal, Quebec, Ivry spoke on "The Problematics of the Ideal of Human Perfection for Maimonides."

## Pierre-Yves Jacopin

assistant professor of anthropology, was awarded one of two Bernstein Faculty Fellowships for his work on a comparative analysis of mythology in different societies.

## Edward K. Kaplan

associate professor of French, delivered a paper at the 19th-Century French Studies Conference at Vanderbilt University entitled "Engendering Poetry: A Man's View of Female Sexuality in *Les fleurs du mal*." He delivered a paper at the National Conference of the American Association of Teachers of French in New York City entitled "Interpreting Baudelaire's Prose Poems," and delivered a lecture at the New School for Social Research entitled "Abraham Heschel: Spiritual Radical." He also published "Yves Bonnefoy: La Réinvention du sacré" in the French journal *Sud* and contributed a chapter entitled "A. Heschel's Poetics of Religious Thinking" to the book *Abraham Joshua Heschel*.

## Morton Keller

Samuel J. and Augusta Spector Professor of History, was awarded a National Endowment for the Humanities Constitutional Fellowship for 1986-87.

## James T. Kloppenberg

assistant professor of history, gave papers on European and American philosophy and politics at Harvard University and at a conference sponsored by the International Research and Exchanges Board on American and European History at Princeton University. He was awarded a Bernstein Faculty Fellowship to complete work on *Uncertain Victory: Social Democracy and Progressivism in European and American Thought, 1870-1920* forthcoming from Oxford University Press, and to begin research on a study of the transformation of democratic theory in Europe and America since the 18th century.



**Robert Koff**

professor emeritus and former chairman of the music department, was awarded the Woodrow Wilson Foundation Fellowship to serve as artist-in-residence at the All-Newton Music School.

**Ann Koloski-Ostrow**

lecturer in classics, delivered a paper, "Builders, Bathers and Businesswomen: Unpublished Graffiti from the Sarno Baths at Pompeii," at the annual joint meetings of the Archaeological Institute of America and the American Philological Association in Washington, DC. An abstract of her current research will appear in the *American Journal of Archaeology*.

**Albert L. Kramer**

adjunct professor at the Heller School, received several awards for the victim restitution program, "Earn-It," which he pioneered. The program has been adopted by the Department of Justice, nearly 100 local jurisdictions in the U.S. and four other countries. He was honored as a "local hero" by the *New England Monthly* magazine and by the South Shore Mental Health Center at its "Our Kids Give Thanks" awards celebration. In addition, the South Shore Chamber of Commerce and Kramer earned a special award from President Reagan and a Department of Justice grant for the program.

**Margie E. Lachman**

assistant professor of psychology, gave an invited talk at the Max Planck Institute for Human Development and Education in Berlin, West Germany. The title of the talk was "Locus of Control in Adulthood: Changing Conceptions and Conceptions of Change."

**Richard H. Lansing**

associate professor of Italian and comparative literature, received a second grant from the Sloan Foundation for the New Liberal Arts to assist in the development of an integrated voice/data computer program for the teaching of foreign languages.

**Kevin S. Larsen**

assistant professor of Spanish, published "Gabriel Miró and 'la negrura que habita en el abismo del corazón'" in *El Tema de la violencia en las literaturas hispánicas*, proceedings of the 10th Annual Conference on Hispanic Literatures at Indiana University of Pennsylvania and "Las Cerezas de Vives y Pardo Bazán" in *Cincinnati Romance Review*.

**Robert Lerman**

senior research associate at the Heller School, Professor Robert Evans of the Department of Economics and Professor Leonard Hausman and Lecturer Barry Friedman of the Heller School have been awarded a grant from the Ford Foundation to study "Employer Benefits and the Future of the Social Protection System."

**Arthur Lewbel**

assistant professor of economics and Dana Faculty Fellow, published "Additive Separability and Equivalent Scales" in *Econometrica* and "The Bundling of Substitutes or Complements" in the *International Journal of Industrial Organization*. He gave an invitational talk entitled "Games, Models and Comprehension" at Bowling Green State University as part of a faculty development program in the use of computers as pedagogical tools. He also presented a paper entitled "True Utility Derived Aggregate Demand Equations with Nonlinear Engel Curves" at the fifth World Congress of the Econometric Society.

**The Lydian String Quartet**

consisting of Artists-in-Residence Wilma Smith (violin), Judith Eissenberg (violin), Mary Ruth Ray (viola) and Rhonda Rider (violin/cello), music department, performed the world premiere of the *Quartet No. 3*, by Brandeis composer Martin Boykan, at the Boston Museum of Fine Arts and at the Fine Memorial Concert at Brandeis. The Lydians' performance of *String Quartet No. 1* by Brandeis

Ph.D. recipient Steven Mackey was released by Composers Recording, Inc. In addition, the Lydian String Quartet worked with students at the University of California at Santa Barbara in a three-day residency which included master classes, performance classes in contemporary music and concerts.

**Joan Maling**

associate professor of linguistics, coauthored "Case and Grammatical Functions: The Icelandic Passive," which appeared in *National Language and Linguistic Theory*. She was one of three invited lecturers at a two-week course in syntactic theory held in Iceland and sponsored by the Nordic Research Council.

**David Marc**

assistant professor of American studies, was named a 1986 Annenberg Scholar and participated in the Annenberg Scholars Program at the University of Southern California in Los Angeles. He gave a paper at Mount Holyoke College concerning Jewish-American humor, and will be the featured speaker at the Fifth International Conference on Television Drama at Michigan State University; his topic is "Genres of Television Comedy." Also, his writing on television appears regularly in *The Village Voice*.

**Robert Marshall**

chairman of the music department, was named to the Louis, Frances and Jeffrey Sachar Chair in Creative Arts. He is an internationally recognized authority on the music of the Baroque era, and is currently vice president of the American Musicological Society.

**Wellington W. Nyangoni**

professor of African and Afro-American Studies, spoke on "Sanctions Against South Africa: Some Regional Considerations" at a conference on "Business in South Africa: The Challenge of Apartheid" at the Johns Hopkins University School of Advanced International Studies in Washington, DC.

**Susan Moller Okin**

associate professor of politics, was awarded a fellowship by the Rockefeller Foundation for 1986-87, which will enable her to work on a book to be called *Justice and Gender*. The Foundation's support comes from its Gender Role Program, which exists to further the exploration of the long-term implications of changing gender roles.

**Benjamin C. I. Ravid**

Jennie and Mayer Weisman Associate Professor of Jewish History, was awarded a grant by the Memorial Foundation for Jewish Culture to investigate life in the ghetto of 16th- and 17th-century Venice. He was named a fellow of the Institute of Advanced Studies in Jerusalem for 1986-87, and was appointed secretary of the Association for Jewish Studies and a member of the American Committee of the International Association of Societies for the Study of Jewish History. He also delivered two lectures, one on "Information on the Life and Activities of Leon Modena from the Venetian State Archives" and the other on "The Legal Status of the Jews of Venice to 1509" at the annual meeting of the American Academy for Jewish Research.

**Shulamit Reinharz**

assistant professor of sociology, was awarded a Bernstein Faculty Fellowship for spring 1986, and is completing her book, *Aging on the Kibbutz*. She also was awarded a Fulbright Senior Research Award to conduct research in Israel in coordination with the Brookdale Institute of Gerontology in Jerusalem. She presented a paper at the annual History of Science Society meetings in Bloomington, IN, on "The Image of Women in the History of Sociology," and gave three talks on "Manya Wilbushewitz Shohat: Founder of the First Kibbutz" to Florida chapters of the Brandeis University National Women's Committee as part of the University on Wheels program.

**Bernard Reisman**

associate professor of American Jewish Communal Studies and director of the Hornstein Program, addressed the plenary session of the North American Jewish Students' Network Convention held in Toronto, Ontario. The subject of his lecture was "The Future of the North American Jewish Community." Over 600 university students representing Jewish organizations from around the world were in attendance at the convention.

**Michael Rosbash**

associate professor of biology, published two articles with several Brandeis students. The articles are entitled "Cleavage of 5' Splice Site and Lariat Formation Are Independent of 3' Splice Site in Yeast mRNA Splicing" and "A Drosophila Minute Gene Encodes a Ribosomal Protein," and both were published in the British magazine *Nature*.

**Myron Rosenblum**

professor of chemistry, gave an invited lecture entitled "Emantioselective Carbon-Carbon Bond Formation Using Organoiron Reagents" at the University of West Virginia.

**Jerry Samet**

assistant professor of Philosophy and the History of Ideas, delivered the Fourth Annual Kolitch Memorial Lecture entitled "Concepts, Prototypes and Nativism" at the City University of New York Graduate Center, and presented comments entitled "Self-Consciousness and Consciousness of the Self" at the American Philosophical Association Eastern Division Meetings in Washington, DC.

**Silvan S. Schweber**

professor of physics and Richard Koret Professor in the History of Ideas, delivered a paper, "Quantum Electrodynamics at Cornell, 1945-1950," to a Cornell University colloquium, and "Empiricism Regnant: American Theoretical Physics, 1920-1950" to the Program in the History of Philosophy of Science and Technology colloquium. He was also the chairman and commentator of a session on "Modes of Scientific Activity Characteristic of the Post-World War II U.S.," at the 1985 History of Science Society Annual Meeting at Indiana University in Bloomington, IN.

**Ann Seidman**

visiting professor of African and Afro-American Studies, spoke on "Evaluating Aid" at the Northeast Regional Meeting of the National Council for International Health in Boston, MA, and on "The Pilot Southern African Participatory Learning Process" Project: The Implications for Development Studies" at the University of South Carolina. In addition, she addressed a workshop on Grassroots Aid in Africa at the annual meeting of the African Studies Association; her presentation was entitled "Towards a Participatory Evaluation Methodology."

**Barry B. Snider**

professor of chemistry, published an article with several students entitled "Manganese (III)-Based Oxidative Free-Radical Cyclization: Synthesis of (+)-Podocarpic Acid" in the *Journal of Organic Chemistry*.

**Susan Staves**

professor of English, gave a lecture, "Narratives of the Secret Disease: Venereal Disease in the Eighteenth Century," at Princeton University and chaired a session at the Hofstra Conference on Women and

the Arts in the 19th Century on the work of Elizabeth Griffith, playwright and novelist. All the papers in the session were by Brandeis graduate students in English who presented the results of their original research on Griffith begun in the previous year's Literary Method course.

**Gloria Waite**

assistant professor of African and Afro-American Studies, presented a paper at Boston University's African Studies Seminar on the history of public health in east-central Africa from the 11th century to the present, and another at the Eleventh Plenary Meeting of the Association for the Taxonomic Study of the Flora of Tropical Africa in St. Louis, MO, on the biochemistry of some of the commonly used medicinal flora in east-central Africa. She also presented "Modes of Production, Health and Health Care in Southern Africa" at the African Studies Association Annual Meeting in New Orleans, LA.

**Stephen J. Whitfield**

Max Richter Professor of American Civilization, had several articles published: "After Strange Gods: Radical Jews in Modern America" in *Forum* (Jerusalem); "On the Refugee Intellectuals" in the *Michigan Quarterly Review*; and "The Jewish Vote" in the *Virginia Quarterly Review*.

**David Wong**

associate professor of philosophy, published "Castaneda's Theory of Deontic Truth and Meaning" in *Profiles: Hector-Neri Castaneda* and "Response to Kupperman" in *Philosophy East and West*, volume 36. He presented two papers, one entitled "On Moral Realism Without Foundations" at the 1985 Spindel Conference on Moral Realism in Memphis, TN, and the other called "Anthropology and the Identity of a Person" at the 1985 Eastern Division Meetings of the American Philosophical Association.

**Harry Zohn**

professor of German, published an article on Karl Kraus in the *McGraw-Hill Encyclopedia of World Theatre*. He presented a paper on "Karl Kraus' Vienna" at the annual meeting of the Modern Language Association in Chicago, IL, and his article, "Fin de siècle Vienna: The Jewish Contribution," appeared in *The Jewish Response to German Culture*. His book of essays and bio-bibliographies, now retitled *Juedisches Erbe in der oesterreichischen Literatur*, was issued by Amalthea Verlag, Vienna.

**Irving Kenneth Zola**

professor of sociology, served as a member of the U.S. Task Force on Preventive Services, Department of Health and Human Services, and was appointed by Governor Dukakis to the Board of Approval and Certification of Physician Assistant Programs. He also was appointed to the Social and Environmental Aspects of Rehabilitation Committee of the American Congress of Rehabilitation Medicine. He became a member of the editorial boards of *Kaleidoscope and Disability*, *Handicap and Society*; a coeditor of the series *Health, Society and Social Policy* for Temple University Press; and a research consultant on the Board of the World Institute on Disability.

**Staff****John-Edward Hill**

general manager of the Spingold Theater, produced the successful New York production, *Personals*, which opened off-Broadway at the Minetta Lane Theatre. The musical, which has received considerable critical acclaim including a place on Clive Barnes' 10 best shows of the year list, was written by Brandeis alumni David Crane '79, Seth Friedman '80 and Marta Kauffman '78, and has music by Friedman and William Dreskin '80.



## From Brandeis to Broadway: Theatre Grads Hit Big Boards

Annette Miller



Devine often has lent her talents to various charitable efforts at schools and shelters. Particularly noteworthy is her commitment to prison work including a number of prison concerts for which she received a special award from the Citizens' Committee for Justice. She received a citation from the City of New York in recognition of her work in offering a positive role model for children.

Chuck Stransky plays the role of James Link in *Glengarry Glen Ross*, which recently completed its Broadway run starring Peter Falk and Joe Mantegna and is now on national tour. The role marked Stransky's Broadway debut. He recently performed *Pantomime* at the Williamstown Theater Festival and performed Elizabethan drama in repertory at American Players Theater. His regional theater credits include the Goodman Theater, the Charles Playhouse, the St. Nicholas Theater and the Wisdom Bridge Theater. He has had feature roles in such television shows as *Search for Tomorrow*, *Chicago Story*, *An American Dream* and the new *Twilight Zone*.

Since its inception in 1966, the master of fine arts programs in acting, design and playwriting at Brandeis have been known for the outstanding faculty and for Spingold Theater, one of the best in the country. Increasingly, graduates of these programs are successfully bridging the gap from Brandeis to Broadway. In the 1985-86 season, several Brandeis alumni appeared on Broadway and on national tours, have seen their plays presented both on and off-Broadway or have been on the production and design staff for major shows.

Two M.F.A. graduates in acting, Loretta Devine '76 and Charles Stransky '75, had simultaneous runs in Boston in respective productions of Bob Fosse's *Big Deal* and David Mamet's Pulitzer prizewinning play, *Glengarry Glen Ross*.

Devine concluded a long Broadway run in *Dreamgirls* last summer when she appeared as Lorrell Robinson and won kudos for her showstopping solo, "Ain't No Party." She also costarred in the off-Broadway drama, *Long Time Since Yesterday*, before signing on as the star of the new Bob Fosse musical, *Big Deal*. Prior to these engagements, she played in 15 off-Broadway and three Broadway shows since her debut in Gower Champion's *A Broadway Musical*.

The Greater Boston Chapter of the Brandeis University Alumni Association honored Devine at a post-theater champagne reception, where alumni and friends of the University greeted her and some of her fellow cast members before the



Chuck Stransky

show left for New York. A Brandeis House event in her honor was hosted by the New York chapter of the Alumni Association.

Charles Werner Moore, professor of theater arts and head of the acting program at Brandeis, remembers Devine's audition for the M.F.A. program. She was unable to meet him at the appointed hour in New Orleans because of a weather-related plane delay from her Houston home. She phoned to explain her predicament, and they finally met at an empty bay at the airport in New Orleans where she conducted her audition for acceptance to Brandeis. The applause of the airport bystanders clinched her successful audition, Moore recalls with delight.

Stransky noted that although he, Loretta Devine and Annette Miller were all students in the Brandeis M.F.A. program at the same time, they never shared a stage. "I think it's wonderful to have graduated with two beautiful and talented women who are making good in their acting careers," he said.

When asked to comment on what Brandeis has meant to his career, Stransky said, "Until I came to Brandeis, I had acted purely on instinct. Ted Kazanoff and Charlie Moore gave me the tools to work with and the motivation to carry on. I wouldn't be where I am today without their help."



Annette Miller '58 received her M.F.A. at Brandeis in 1976. Miller recently concluded a Broadway run and national tour in the female version of *The Odd Couple*, which played at the Broadhurst Theater and in a dozen cities.

No stranger to New York theater, this West Newton, Massachusetts, actress played Ms. Winston in Marc Connelly's *Stitch in Time*, appeared off-Broadway at the Ensemble Studio, Manhattan Theater Club, Inter Art, the 78th Street Theater Lab and created the role of Debbie Wastba in Horovitz' *The Primary English Class* at the Cubiculo Theater.

In the Boston area, Miller has appeared with the Charles Playhouse, the Theater Company of Boston, the Boston Repertory Company and in a number of productions as an artist-in-residence at Brandeis. Among the roles she has played are Beverly in *The Shadow Box* with Richard Chamberlain, Mae in *Cat on a Hot Tin Roof* and Mrs. Barker in *The American Dream* with Robert Duval. Miller has a long list of television credits, including roles in *Nurse*, *Ryan's Hope*, *As the World Turns* and Movie-of-the-Week *See How She Runs* with Joanne Woodward. She appeared in the Universal film *Boardwalk* with the late Ruth Gordon.

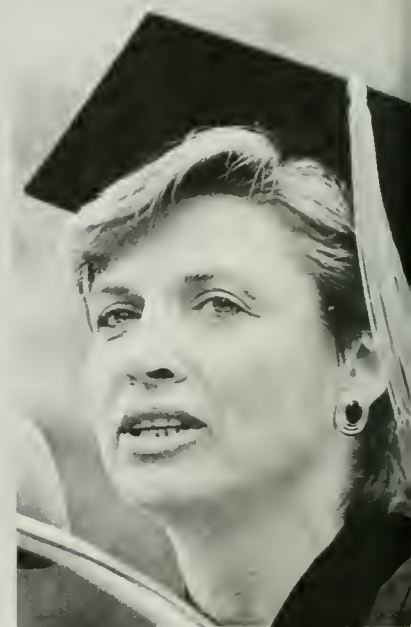
Miller cites her strong marriage to Michael Miller, and her two college age children, Bruce and Deborah, as not least among her list of credits. Miller is thankful that she and her husband have parents whose marriages have endured, and admits that being married to an attorney and being the mother of two while building a career of her own has not been easy: "I had a lot of adjusting to do in the early days. Now he is doing the adjusting and I am building my career."

Besides actors, Brandeis playwrights are hitting the big boards. Marta Kauffman '78, William Dreskin '79, Seth Freidman '79 and David Crane '80, wrote the musical revue *Personals* when they were students at Brandeis. The show won national laurels at the Kennedy Center in Washington and toured Europe with the USO. For more than a year, the four prepared for a professional version of *Personals* which had a five-week Equity Workshop last summer to test the rewritten show on live audiences. The show opened in November to excellent reviews at the Minetta Lane Theater off-Broadway. Named as one of the 10 best shows in New York this season, it also was cited as "Best Musical Revue" of the year by Clive Barnes of the *New York Times*.

Since leaving Brandeis, Freidman, Crane and Kauffman have done individual and collaborative work, including writing two off-Broadway revues, *And My Name Is Alice* and *Upstairs at O'Neill's*, some children's plays and selling a movie script to M-G-M Studios. Dreskin, meanwhile, is studying for the rabbinate in New York City while continuing to contribute to the score of *Personals*.

Michael Cohen '59, who was a music major at Brandeis, is music director at Gray Advertising in New York. His musical, *Yours, Anne*, ran off-Broadway and his opera, *Rappaccini's Daughter*, based on a Hawthorne story of the same name, was performed as a workshop at the Minnesota Opera in St. Paul. "Every summer I try to give myself a challenge to do something musically that is a change of pace from the commercials I do during the year. I look forward to trying something new," he said.

B. Paula Dubofsky Resnick



*Almost in Vegas*, a play by Janet Neipris, M.F.A. '75, appeared this season at the Manhattan Punchline Theater and her play, *Out of Order*, appeared at the Circle Repertory Theater in New York. She has written a number of plays and is teaching at New York University, where she also serves as acting chairman of the Department of Dramatic Writing. She has written for radio and television and was the recipient of a playwrighting award in 1979.

Equally successful in design, David Potts, M.F.A. '76, is a well-established set designer in New York. Most recently he designed the set of *The Beach House* for the Circle Repertory Theater, as well as the set for William Hoffman's *As Is*, which appeared both on and off-Broadway. He designed other productions for Circle Repertory, including *Bing*, *Walker*, *Levitaton*, *The Sea-Horse*, *Childe Byron*, *My Life* and *Domestic Issues*. He designed for Manhattan Theater Club, for a variety of regional theaters and for the television versions of *Kennedy's Children* and *Fifth of July*. He says, "For me, Brandeis was the right place at the right time. I am grateful to a set of teachers, including Howard Bay, Bob Moody, Maureen Hennigan and Walter Doland, who were all influential in my education and really prepared me for a career in New York."

Charles Moore summed up the theatrical successes of many of his students this way: "One of the great delights of teaching in a first-rate department, as I have for the past 25 years, is the chance to work with and to develop many fine talents. We at Brandeis are very proud and happy for the success of our graduates."



## Class of 1961

Stephen Reiner

Bruce Litwer



Judy Leavitt and Michael Schatz

As the Class of 1961 prepares for its 25th reunion this May under the chairmanship of Bruce Litwer, classmates find themselves reflecting on their years at Brandeis and analyzing why they remained so closely connected to the University and to each other.

Litwer, a Florida attorney and general counsel to two real estate developers, believes that there were factors on campus and in the world at large during the late 1950s and opening year of the 1960s that may have set this class apart. "We were born after the Depression, and were tots during World War II. We were young adults by the time the cold war emerged. It was this special window in time that created a unique Brandeis experience for us," he explains.

Donald J. Cohen, class valedictorian, Fulbright scholar in philosophy and a professor of psychiatry, psychology and pediatrics at Yale, thinks his class "benefitted from the best possible academic moment in the University's history. We experienced the enthusiasm and brilliance of the founding faculty and the critical yet loving community of undergraduates."

Stephen Reiner, member of the Brandeis Board of Trustees and secretary of the corporation, describes a closeness among the classmates that has made Brandeis "a lifetime priority for us." B. Paula Dubofsky Resnick, immediate past president of the Alumni Association and fellow of the University, notes that "unlike our kids, we grew up clear-eyed and ready to take on leadership positions without question. We hadn't grown up in an era of assassinations and Watergate."



Walter Klores, president of Calet, Hirsch and Spector advertising agency and past vice president of the National Alumni Association Board, recalls that the "epiphanous experiences, the most important connections in my life were made at Brandeis." Remembering that "I never again had as much time to pursue the life of the mind as I did at Brandeis," he longs for a renewal of that intellectual stimulation. The desire to look ahead, Walter claims, seems to be another characteristic of members of the Class of '61. "I went to Brandeis because I was interested in forging new ground, not in carrying on old traditions. I never want to see Brandeis covered in ivy." Adrienne Udis Rosenblatt put it this way: "Dreams change with each generation, and we don't presume to dream for our daughter [Julie '88], but we do realize the importance of sending her to an atmosphere where it is possible to pursue and realize one's dreams, whatever they may be." Adrienne is a president's councilor, a charter member of the Connecticut Alumni Association, and is

active in the National Women's Committee and Alumni Admissions Council. "I love my Brandeis identity and am fiercely proud of it and the University. It continues to be a major source of education, personal growth and satisfaction to me."

Jeffrey H. Golland, psychologist and psychoanalyst, and an associate professor at Baruch College, City University of New York, is president of the Alumni Association and presently sits on the Brandeis Board of Trustees. "The role of alumni at Brandeis has become increasingly important and influential," he notes. "Many of my classmates have been active players in the evolution of the Alumni Annual Fund, of the chapters and of admissions counseling."

A number of couples have continued their romances that began on campus. They include Adrienne Udis and Joel Rosenblatt, Judith Leavitt and Michael Schatz, Judith Silverson and Morton Sloan and Linda Oxman and Norman Merwise. Judith Schatz is president of the Parents Association this year and has been active in the Women's Committee. Judith Sloan suggests that "diversity may be the very reason that we have been a particularly cohesive class. We appreciated each other's talents. We had tremendous intellects, brilliant artists, theater people and international Wien Scholars such as Valya Kazes Shapiro (married to Robert Shapiro '52). Although we were very different, we all had Brandeis in common."

## Focus

### Recognition Dinners

In order to say thanks for the outstanding commitment and contributions of key alumni leaders, the first three in a series of recognition dinners were held recently in Chicago, Boston and Washington. In Chicago, Michael Lewis '72 and his wife Valerie hosted an event where alumni guests were treated to a private concert by the award-winning Lydian String Quartet, presently in their second year as artists-in-residence at Brandeis. Stephen R. Reiner '61 hosted a New York Dinner at the Plaza Hotel, where 60 people heard Congressman Stephen J. Solarz '62 speak on the crisis in the Philippines before he was required to fly back to the Capitol for a late-night roll call vote. And in Washington, Martin Peretz '59, editor of *The New Republic*, hosted a dinner with President Handler at the Brokers.

### Fellows

The Brandeis University Board of Trustees recently elected five alumni as Fellows of the University. Fellows serve five-year terms, during which they provide valuable assistance, advice and support to the University's long-range efforts, and participate in student recruitment and career mentoring. The recently elected Fellows are: Charles S. Eisenberg '70, financial vice president of Related Companies Northeast, Boston, MA; David Goldberg '58, president of Commercial Credit Financial, New York, NY; Carol Richman Saivetz '69, research fellow, Russian Research Center, Harvard University, Cambridge, MA; Richard Saivetz '69, vice president of Bradford, Saivetz and Associates, Inc., Braintree, MA; and Lenore Edelman Saltman '58, management analyst for the Department of Defense, Washington, DC.

### President's Councilors

Recently named to terms as President's Councilors were the following alumni: Judith Yohay Glaser '58, director/teacher of music, Dix Hills, NY; Ronald L. Kaiserman '63, general partner, Kaiserman Enterprises, Philadelphia, PA; Bruce Litwer '61, general counsel, Bonaventure Associates, Coral Gables, FL; Hillel J. Korin '72, campaign director, Combined Jewish Philanthropies of Greater Boston, Boston, MA; Leslie Penn '75, vice president, Marshall Leather Finishing, New York, NY; Leila Grossman Troyansky '53, office manager, Brooklyn, NY; Ruth Weinstein Friedman '63, attorney, South Orange, NJ; and Barbara Zemboch Presseisen '58, curriculum coordinator, Philadelphia, PA.

### Leadership Conference

Seventy alumni returned to campus late in November to attend the first two-day invitational conference for the purpose of reviewing strategy and establishing goals for the Alumni Annual Fund. Intensive sessions were held to inform the volunteer alumni leaders about the present state of the University. The opening session on the subject, "Governance of Brandeis University: An Inside View," included presentations by President Evelyn Handler and Brandeis Trustees Stephen R. Reiner '61, Gustav Ranis '52 and Paul Levenson '52. The following day began with a brief breakfast welcome by Chancellor Emeritus Abram Sachar, and was followed by panel discussions with faculty, administration and students to provide the volunteers a well-rounded picture of life on campus. The final presentation focused on the new strategies for the Alumni Annual Fund and the role of alumni leadership in strengthening the alumni giving program.

### Director of Alumni Relations

Brandeis University seeks an experienced professional for the position of director of Alumni Relations. The successful candidate will have a proven record of working effectively with volunteer leadership and at least three years experience as a professional in alumni relations or a related field. Brandeis degree is preferred. For more information, write or call the Office of Alumni Relations.



Adrienne Rosenblatt  
Donald Cohen

"Today," writes Dorothy Nelson, "almost 25 years later, I can still recall the events and cherish the exposure of my undergraduate experience: Marcuse drawing on a blackboard and discoursing on Plato; Maslow lecturing on self-actualization; Allen Grossman reading Homer, outloud, pacing up and down in front of the class, completely engrossed as if he had a kinship with Odysseus. There were particular disappointments in teachers and classes, but overall the experience continues to affect my life. It was at Brandeis that I was exposed to the international community and to the profound importance of different points of view."

Others whose services to the University have been invaluable are Beverly Boorstein, a president's councilor and association past vice president; Dick Mazow, a president's councilor and director of the Boston Chapter; Fran Freedman, executive committee member of the New York Chapter; Bill Sizeler, a president's councilor; Ed Feldstein, active in admissions council work; and Micki Josephs, past president of the Parents Association. Two class members are based on campus by virtue of their careers: Zina Finkelstein Jordan is assistant dean of faculty and former acting director of Alumni Relations, and Sharon Pucker River is executive director of the National Center for Jewish Film.

The list could go on. The Class of '61 stands out, and looks forward to its 25th Reunion, May 15-18, as an occasion for reflection, celebration of accomplishments and renewal of very special ties.



'54

**Don Menchel**, president of MCA TV, was honored as Brandeis' first "Man of the Year" at a gala dinner dance held in New York's Plaza Hotel. He was cited for his outstanding commitment to Brandeis and to higher education, for his humanitarian activities, as well as his significant contribution to the television industry. An endowed scholarship was created for deserving and needy students in honor of him and his wife.

'55

**Gloria Goldreich Horowitz** was the featured speaker at programs presented by the Woman's Division and the Young Woman's Division of the Combined Jewish Philanthropies of Greater Boston, in conjunction with the Jewish Community Book Fair. Her current novel, *Leah's Children*, is a family saga, spanning the globe as it follows characters first presented in *Leah's Journey*, winner of the 1979 National Jewish Book Award.

Hinckley, Allen, Tobin & Silverstein (HATS) announces the appointment of **Robert P. Weintraub** as partner in the firm. Weintraub previously served as counsel to the labor law department in HATS' Boston office. His labor experience has spanned the areas of contract negotiations, grievance and arbitration matters, union organizing campaigns, annual wage and fringe benefit plans of nonunion companies and the preparation and administration of employee handbooks.

'56

**Michael Walzer** has been appointed to the UPS Foundation Chair in the School of Social Science at the Institute for Advanced Study at Princeton University. He also delivered the Tanner Lectures at Harvard University which will appear in a forthcoming book.

**Myrna M. Weissman** outlined a new dialogue occurring between psychiatric epidemiologists and clinical psychiatrists at the American Public Health Association's annual meeting at Yale University. Her lecture came during the program at which she was presented the 1985 Rema Lapouse Award in Epidemiology of Mental Disorders. The award recognizes Weissman's contributions to the scientific understanding of the epidemiology and control of mental disorders.

'60

**Robert Sekular** has been named associate dean of Northwestern University's College of Arts and Sciences. While serving as associate dean, he continues to hold the rank of professor in the departments of psychology, neurobiology, physiology and ophthalmology at Northwestern.

'61

**Judith Arnold Traub** is president of the Greater Minneapolis section of the National Council of Jewish Women.

'62

**Ira M. Shoolman** is counsel to the law firm of Bowditch and Dewey.

'63



**Marshal D. Stein** was a member of the panel on "Legal Issues in Housing Discrimination" before the U.S. Commission on Civil Rights. The Commission held a two-day hearing on the subject in Washington, DC, with panelists from around the country presenting papers. Stein's paper was on the legislative history of the Fair Housing Act. Transcripts of the hearing will be published as a part of the Commission's recommendations to Congress with respect to fair housing legislation.

'64

**Hock Guan Tjoa** (Bob) received a Ph.D. in history from Harvard in 1972. He was a lecturer in history at the University of Malaya from 1971 to 1979, where he served as deputy dean of arts from 1977 to 1979. He attended UCLA Business School from 1979 until 1981. He has been with Continental Illinois Bank since 1981.

'65

**Jonathan Burroughs** was one of the producers of last year's hit film, *Fletch*, from Universal Pictures, starring Chevy Chase. In 1969 he produced a play, *Fire*, which he began at Brandeis and brought to Broadway.

**Robert Lerman**, director of research at the Center for Human Resources at the Heller School of Social Welfare, is one of two winners in a national essay contest sponsored by the Institute for Socioeconomic Studies which asked its participants to devise a reform of the nation's welfare and social assistance programs.

**Susan Weidman Schneider** gave a lecture at Smith College entitled "Beyond Stereotypes of Jewish American Princess and Yiddishe Momma." She is the author of *Jewish and Female*, a book describing how the feminist revolution has begun to transform the roles of Jewish women in the home, the synagogue and the community. In addition,

she lectures across the country on issues of concern to Jewish women and men and contributes to several periodicals. She is an appointee of the New York Federation of Jewish Philanthropies Task Force on the Role of the Jewish Woman in Changing Society, is a consultant on eliminating sexism from Jewish texts and children's books and is a founding member of U.S.-Israel Women-to-Women, a foundation to fund feminist projects in Israel.

'68

**Howard Krosnick** is managing director of Educational Telecommunications at TV Ontario, Canada's leading educational broadcaster.

'69

**Jon Landau** is the manager for rock singer Bruce Springsteen. While at Brandeis Landau contributed to the early rock magazine *Crawdaddy*, and later began writing for *Rolling Stone*. In the mid-1970s he began to concentrate on record production. Springsteen first looked to Landau chiefly for ideas about music and now credits Landau with helping him concentrate on the key ideas in songs.

**Cliff Trolin** began his career as a mime while a student at Brandeis. Now a student of religion and the arts at the Graduate Theology Seminary in Berkeley, he uses mime to tell stories dealing with Chanukah, Passover and the Book of Esther.

'70

**Daniel I. Schwartz** and Gail Schwartz announce the birth of their daughter Michelle Hollie on October 3, 1985. Daniel is practicing pediatrics in Hillsdale, NJ.

**Jeffrey Foust**, rabbi at Temple B'Nai Abraham in Salem, MA, is developing a curriculum on issues about the Holocaust in conjunction with the First Baptist Church in Beverly, MA. The class, which is being used in 11 school systems, is entitled "Facing History and Ourselves," and discusses issues surrounding the history of the Holocaust, investigating the spectrum of the Holocaust legacy and what is needed to avoid a future Holocaust.

**Michael Gerver** and his wife Debbie announce the birth of their fourth child Mollie Fay on October 22, 1985. Michael is on the research staff at MIT.

**Bruce Singal** and his wife Sydney Altman announce the birth of their second son Gabriel Ethan on September 30, 1985. Bruce recently left the U.S. attorney's office in Boston, where he was prosecuting political corruption cases, to join the Boston law firm of Ferriter and Barna.

'71

**Michael Baron** is practicing orthodontics in Branford, CT.

**Cathy Yudell Comins** and her husband David were awarded first prize in the Wall-Tex Great Walls of America Contest. Their newly renovated kitchen features Wall-Tex vinyl covering on the walls and ceiling. The kitchen was designed by Cathy and a professional space-planner.

**Robert Firger** is senior vice president at Society for Savings in Hartford, CT. He joined Society in 1981, was named assistant vice president the same year, and was promoted to vice president and associate counsel in 1982.

**Loretta Vitale Saks** obtained an M.S.W. degree from the University of Maryland where she was recently appointed assistant director of the M.B.A. program. She and Bob Saks have two sons, Josh, 11, and Daniel, 7.

'72

**Randolph Noe** and Laurie Noe announce the birth of their daughter Erica Julie on January 17, 1985.

'73

**Amy Snyder Axelrod** and her husband Michael announce the birth of their second son David Jacob on March 14, 1985. David joins his brother Bram, age 5.

'74

**Ervin Schleifer** and **Myna German** '73 were married in November 1985. Ervin is an attorney with Friedman and Friedman in New York. Myna recently earned an M.B.A. from New York University and is a corporate planner with Prudential Bache Securities in New York.

**Michael H. Singer** and **Victoria Ellen Free** '71 announce the birth of their son Abraham Andrew Singer. Michael is an associate with the law firm of Epstein, Becker, Borsody & Green in New York. Vicki is public relations associate for the Hudson Valley Health Systems Agency.

**Sheldon Stein** and **Barbara Brickman Stein** '73 have been living in Dallas, TX, for eight years. Shelly is a partner with the law firm of Hughes & Luce. Although Barbara is a member of the Texas Bar, she is not currently practicing law. Both are very active in the Jewish community where Barbara is the vice president of Younger Set of the Jewish Federation and Shelly is on the national UJA Young Leadership Cabinet as well as the board of directors of the Jewish Federation, the Jewish Community Center, the Anti-Defamation League of B'nai B'rith and Akiba Academy. They have three sons, Shane, 7, Kyle, 5, and Reid, 2.

'75

**Howard Canan** has joined A. G. Edwards & Sons, Inc., as certified financial planner.

**Bruce Nathan Cohen** completed his graduate work at the State University of New York at Albany, and received his Ph.D. in neurobiology this past summer. He has accepted a postdoctoral position at UCLA Medical School in Los Angeles and is engaged to marry Marilyn Elinoff.

**Richard Jacobson** was made a partner at Shapiro, Israel & Weiner, P.C. His specialty is civil litigation.

**Jessica Gorton de Koninck** and **Paul M. de Koninck** '71 announce the birth of their son Henry Louis on October 16, 1985. Henry joins his three-year-old sister Isabel.

**Michael L. Leshin** and his wife Rosalyn announce the birth of Jonah Benjamin Leshin on October 19, 1985. Michael is an associate at Hemenway and Barnes in Boston.

**Lawrence L. Samuels** and **Marjorie Rachelson Samuels** adopted a beautiful baby boy last year. Brian is now 14-months-old. Rebecca, their oldest child, is now five-years-old. Larry completed his postdoctoral fellowship at Sloan-Kettering Institute. In May 1985, he took a position at Pfizer, Inc., as assistant director of clinical studies and scientific affairs where he is involved in the testing and development of new drugs. Marjorie is working part-time as a city planner. She is now a senior associate with RPPW, Inc., a private firm in Tarrytown, NY, that specializes in planning, architecture and economics.

**Beth Anne Wolfson** has accepted a position as an attorney with New England Electric Systems in Westborough, MA. In addition, she is engaged to Joseph Levens and plans to be married in July.

'76

**Laurie Gilbert Albert** and David Albert are proud to announce the birth of their daughter Elizabeth Anne on December 6, 1985. She joins her brother Joshua Benjamin.

**Roy Levinson** and Eileen Levinson announce the birth of their son Joshua Aaron. They are living in San Diego where Roy is a research fellow in pulmonary diseases at the University of California, San Diego.

**Robyn Lipton** and Bruce Kuhlik announce the birth of their first child Erica Lipton Kuhlik on January 2. Robyn is an attorney with the Securities and Exchange Commission in Washington, DC.

When **Joan Krieger Mitchell** gave birth to Daniel Jeffrey on October 11, 1985, she found herself sharing a hospital room in Palo Alto, CA, with **Bella Shapiro** '78, wife of former classmate **Ronnie Meckler** '76. She found this to be one of a long string of coincidences. She and Ronnie had attended the Bronx High School of Science together, now lived one mile apart from one another and had both had beautiful babies on the same day. The Mecklers had a baby girl Hana Sarah.

**Jay Spieler** was named vice president of Bear, Stearns & Co., in August 1985. On October 17, his wife Lucie gave birth to their second son David Joseph who joins William, born April 30, 1983.

**Elena Nierman Widder** and Joel Widder announce the birth of their son Jeremy Benjamin on August 21, 1984.

'77

**Dassie Orenstein Barth** and her husband Eddy are happy to announce the birth of a daughter Talya Yonit, who joins her brothers Amitai and Yoav. Dassie is in the field of rehabilitation medicine.

**Dalia Kaminetzky Lavon** and her husband Ben announce the birth of their daughter Rachel Tzipora. Dalia is president of the Ruach Group of Tel-Hai Hadassah, which also elected her as Woman of the Year.

**Michael Solomon** and **Gail Birnbaum Solomon** '78 are pleased to announce the birth of their second child Zachary Forrest. Michael was recently promoted to associate professor at New York University's Graduate School of Business Administration. Gail is chairwoman of the board of trustees of The Parents Center in Bergen County.

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'78

**Jay Goldberg** married Rachel Yolles in July 1985. They are now living in Bethesda, MD. Jay is working as an energy and environmental economist for Engineering & Economics Research, a Washington, DC, area consulting firm. In addition, he is editor of a short wave radio newsletter.

**Judy Israel** is living in Boston with her husband Josh Elkin and their son Jonathan Harry, born November 23, 1985.

**Geoffrey S. Kansas** has joined the Ortho Pharmaceutical Corporation as research scientist in the immunobiology department. He earned his Ph.D. in cancer biology from Stanford University in 1984, where he also did postdoctoral research in immunology.

**Harry Lebowitz** will be completing a Navy commitment as head of the emergency services at Philadelphia Naval Hospital in July 1986. He will then start an ophthalmology residency at Yale.

**Bill Levinson** has joined the Los Angeles office of Finley, Kumble where he specializes in municipal finance law.

**Kristen Liberman** and Andrew Hollinger were married on August 19, 1985, in Eagles Mere, PA.

**Barbara A. Petroulis** is the director of marketing research for American Home Products Corporation. She spends time between this job in New York City and her weekend home in Sudbury, MA.

**Robin Roth** is living in southern California. She was promoted to career/vocational education resource specialist for Riverside County superintendent of schools.

**Jeffrey Tuchman** and Felicia Buebel announce the birth of their son Simon Isaac on August 22, 1985. Jeffrey is features editor of *National Thrift News* and is writing a book on the mortgage market for *The Economist*.

'79

**David A. Ansel** will begin a fellowship in general ambulatory pediatrics at the Children's Hospital in Boston this July. He is a pediatric resident at Columbia Presbyterian Medical Center in New York City. His wife **Gail Collins Ansel '80** is an actress and the mother of their two-year-old son Jason Andrew.

**Sharon Mintz Green** and Kenneth Green announce the birth of their son Alexander born October 23, 1984.

**Gregory P. Winter**, an associate investment manager in real estate development for Prudential Development Company, has been elected to the board of directors of Morgan Memorial Goodwill in Boston.

'80

**Amy Beth Taublieb** will have a paper published in the Spring 1986 edition of the *Journal of Sex and Marital Therapy*. She is currently a doctoral candidate in the SUNY Buffalo Department of Psychology.

'81

**Robin Frucht Cohn** and her husband Jerald Cohn graduated from the Georgetown University Law Center last May. Robin is an associate with the firm of Jordan, Coyne, Savitz and Lopata.

**Suzanne Duckworth** graduated from the University of Florida Law School in December 1983. She has been employed as assistant state attorney in Naples for two years and recently became an associate with the law firm of William Scweikhardt there.

**Barbara Shenker Gardner** is a fourth-year medical student at New York University.

**Jody Haber** married Eric Salzinger on July 4, 1985.

**Michael J. Shuster** received a Ph.D. in neurobiology from Columbia University. He has been awarded a three-year postdoctoral fellowship to study protein structure at the University of California at San Francisco.

'82

**Gary B. Korus** is a first-year student at the Case Western Reserve University of Medicine.

**Micah Krohn** is a lieutenant junior grade in the United States Navy. He is currently serving as communications officer aboard *USS White Plains*, a food stores ship servicing the fleet in the Western Pacific and Indian Ocean. His recent port visits include Perth, Australia; Pusan, Korea; Sasebo, Japan; and Papua, New Guinea.

On a recent bow hunting expedition in northern Maine, classmates **Scott Nutting**, **Frank Raio**, **Dick Ellis** and **Chester Goon** each downed bucks of over 200 pounds, a most unusual achievement. Scott Nutting is also the proud father of a baby girl born August 4, 1985, Mallory Rae Nutting.

**Tracy A. Schiff** received a master of fine arts in fiction writing from the University of Virginia. She had a short story, "In This Place of Illusion," in the July 1985 *Mademoiselle*. She also sold a screenplay, *Four Paddles*, which will be produced in the spring.

'83

**Elisa Fishbein** married Clint Greenbaum last August. They both received M.B.A. degrees at the Wharton School of Business in May 1983. They live in Manhattan where Clint is a special situations analyst at Prudential Bache and Elisa is an officer of Citibank.

**Lori Hirsch** and **Terrence Cullen** were married on May 26, 1985. Lori is on the audit staff of Arthur Young & Co. Terry is in his third year at Columbia University Law School where he was recently named a Harlan Fiske Stone scholar. He has accepted a clerkship with Justice Neil L. Lynch of the Massachusetts Supreme Judicial Court.

**Sharon Rafaloff** and Harvey Gersten announced their engagement on November 23, 1985. They plan an August wedding.

**Spencer D. Sherman** is attending the Wharton Business School, and is managing a holistic health center in Philadelphia.

## MEDITATIONS OF A MAVERICK RABBI

by Albert Axelrad

Edited by Stephen J. Whitfield  
Foreword by Nahum Glatzer



Rabbi Albert S. Axelrad has served as the chaplain, Hillel rabbi and B'nai B'rith Hillel director at Brandeis University since 1965. He invariably provides intriguing insights to the pressing problems and needs of the Jewish community, while at the same time striking a note of realism and optimism about Jewish life at home and abroad. In these writings, he addresses a broad spectrum of his active interests—the meaning of the chaplaincy, the complexities of mixed marriage, the place of Israel in Jewish life and in world politics, and the glory of spiritual resistance. He lectures widely and his writings appear regularly in anthologies, journals, and magazines.

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'84

After spending one year in Europe, four months of which were spent doing a solo bicycle tour from Yugoslavia to England, **Robert Barsky** has entered McGill University to do graduate study in English literature.

**Russell Paris** married his high school sweetheart Julie Sinai on August 4, 1985, in Enrico, CA. In attendance were **Ira Cohen '77, Ted Kaufman '84, Frances Silverman '86** and **Marci Levine '87**. Russell is in his second year at Loyola of Los Angeles Law School. The couple is living in Agoura, CA.

**Heidi Smith** and **Martin Hyde** are engaged. Martin is pursuing an M.B.A. at Babson College, and is employed by Shawmut Bank of Boston. Heidi received a master's degree in education from Harvard University, and is assistant to the dean of freshmen at Northeastern University.

'85

**Sharon Sue Kleinman** has been named assistant director of financial aid at Chamberlayne Junior College in Boston.

**Jane Schwartz** and **Eric Laron '84** were married August 4, and are living in the Chicago area.

## Grad

**Michael M. Appell** has been named executive vice president of the Two/Ten Foundation, Inc., a Boston-based, international charitable organization serving the footwear, leather and allied industries.

**Eric Brandt** is campaign associate for the Jewish Community Federation of Rochester with responsibility for the 1986 United Jewish Welfare Fund campaign.

**Daniel Farrell** is executive vice president of the Colonel Daniel Marr Boys and Girls Club in Plymouth, MA. The club provides educational and recreational services, art and cultural programs, day-care centers and summer camp to more than 2,000 local youngsters and their families.

**P. J. Gibson** has written a new play entitled *My Mark. My Name*. The stage piece, which takes place in Newport, RI, from 1776 to 1783, addresses the problems of black men and women who gained their supposed "freedom" through participation in America's fight for independence from England.



**David Kertzer** is professor of anthropology at Bowdoin College, and author of a book, *Family Life in Central Italy, 1880-1910*, which won the Marraro Prize for the best work on Italian history in 1983-84. Kertzer is an authority on household information and family history, and is consultant to the United Nations University Household Gender and Age Project. He serves on the steering committee of the Counsel for European Studies and is a member of the Social Sciences and Population study section of the National Institutes of Health.

**Sophie Freud Loewenstein**, the granddaughter of Sigmund Freud, lectured recently on "Making a Difference" at Fitchburg State College. She is professor of social work at Simmons College where she teaches courses on human growth and development, family dynamics and psychological theories.

**Jerry Rekosh** has formed JEROLD REKOSH, a public relations counseling firm in Stamford, CT, which is currently merchandising for a Chicago-based consumer products company.

**Randy Spiegel** is director of the Department of Budgeting and Planning for the Jewish Community Federation of Rochester. His responsibilities include the Department of Human Resources, an outreach and educational arm of the Federation.

**Saega Dil Vrtilek** is a Ph.D. candidate in astrophysics at Columbia University. She participated in a recent study of executive women presented by Zonta International at the United Nations Decade for Women Conference's Nongovernmental Organizations Forum in Nairobi, Kenya, in July. Zonta International, a worldwide service organization of executive and professional women, commissioned a study of its members to determine which factors contribute to women's success. The results of "The Zonta Woman" showed that parental support, spousal encouragement and education are the most significant factors in the success of 10,841 executive women in 47 countries.

## Obituaries

**Jacqueline Heilpern '58** died of cancer on August 28, 1985.

**Marge Suttenger Solomon '77** died recently in New York University Hospital following a long illness.

## Newsnote

What have you been doing lately? Let the Alumni Office know — and send them photos and news that would be of interest to your fellow classmates.

We invite you to submit articles, photos or news of interest to the Alumni Office for review.

## News

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## Jay and David Coral Discuss Their **Brandeis** **Life Income Trust**

### **David**

"For some time Jay and I wanted to make an endowment gift to Brandeis. Because of changing family responsibilities, and with the added incentive of the Capital Campaign for Brandeis, we decided to create a life income trust."

### **Jay**

"Our original gift of appreciated securities was invested as a trust in the popular Pooled Life Income Fund. A life income trust was the ideal plan for our particular situation since it allowed David and me to make a significant contribution to the University while retaining regular income payments to both of us for our lifetimes."



### **David**

"As a lawyer, I was pleased with the way the trust fit into our financial planning. Jay and I received an immediate income tax deduction when the trust was established, avoided the potential capital gains tax liability, increased our income and removed the securities from any tax in our estate. And we may consider making an additional gift to the trust."

### **Jay**

"As a President's Councilor, an active member of the National Women's Committee and a former teacher, I strongly believe in the importance of Brandeis' educational mission. The establishment of our trust in the Pooled Life Income Fund has allowed us to support Brandeis in a manner which brings us a great deal of personal satisfaction. We feel that it is a sensible and practical way to help sustain and enhance private higher education."



## **How a Brandeis Life Income Trust can benefit you:**

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